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IDENTIFIERS	*Community and Continuing Educ Information Service

ABSTRACT

Intended for adult, community, and continuing education personnel, this catalog contains citations of 345 resources in the Community and Continuing Education Information Service (CCEIS). The citations are those selected as being of the most value to the operation and further development of community and continuing education programs. Information is provided on use of the catalog both to verify that a specific resource is in the CCEIS collection and for general information on a specific topic. Document resumes are arranged numerically by shelf number. Each resume includes this information: corporate author, title, publisher/source, year of publication, notes, subject descriptors, and an abstract. Author, institution, title, subject descriptor indexes, and a subject descriptor list are provided. Representative subject areas include adult basic education, adult counseling, adult education, career education, community education, continuing education, counseling, English as a second language, evaluation, lifelong learning, learning processes, literacy education, program development, program evaluation, second language instruction, teacher education, teaching methods, and volunteers. (YLB)

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ED232051

THE COMMUNITY AND CONTINUING EDUCATION INFORMATION SERVICE RESOURCE CATALOG

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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The University of the State of New York
The State Education Department
Division of Continuing Education
Albany, New York 12234
1983

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Alison E. Cuyler gave generously of her time in helping to organize the 1500 titles in the collection. Edward J. Gschwender initially reviewed the collection and evaluated the resources for content and appropriateness. Harvey Johnson, Robert L. Purga, and George K. Tregaskis spent many hours selecting the individual titles for inclusion in this first edition of the catalog.

Special thanks are due to Jane M. Arvanites for her excellent work in indexing and abstracting the individual titles and to Cleo M. Whitney for her many hours of work inputting data and preparing the catalog for publication.

FOREWORD

The information revolution that we are all currently living through brings with it an increasing need for basic literacy and continuing education to better equip our citizens to deal with profound social and technological changes that accompany this age of information technology.

The Community and Continuing Education Information Service (CCEIS) is being developed to provide New York State Adult, Community, and Continuing Education educators with resources that will assist them in their efforts to improve educational programs and services for adults. The CCEIS represents a cooperative effort to continuously seek, acquire, and make available the best resources on Community and Continuing Education.

This catalog is the first dissemination activity of the CCEIS and is intended to make valuable resources readily available so that your time can be devoted to implementing better instructional programs for adults. Multiple copies of the resources listed in this catalog have been purchased and are available for review in the Education Resource Center, Room 209, Education Building, Albany, New York, or are available on loan by request.

As this collection is intended to be a service to Adult, Community, and Continuing Education educators, their comments and/or suggestions on the content and scope of the collection are encouraged and should be directed to:

CCEIS
Room 209 EB
NYS Education Department
Albany, NY 12234

BACKGROUND AND INSTRUCTIONS FOR ACCESSING CCEIS RESOURCES

The Community and Continuing Education Information Service Resource Catalog has been cooperatively produced by the Division of Continuing Education and the New York State Library through the Educational Programs and Studies Information Service (EPSIS). The use of this catalog is intended to increase awareness and use of the Community and Continuing Education Information Service (CCEIS) resources by Community and Continuing Education educators in New York State.

Current Holdings

The CCEIS collection consists of multiple copies of 345 indexed and abstracted resources and approximately 600 resources that are currently being indexed and abstracted for addition to the collection. The majority of the initial holdings of the CCEIS were selected from the Clearinghouse of Resources for Educators of Adults (CREA) collection, which was transferred to EPSIS during the summer of 1981. All former CREA titles have been reviewed and the enclosed citations for 345 resources were selected as those of most value to the operation and further development of Community and Continuing Education programs.

The CCEIS is also engaged in the active acquisition of new resources for the collection and will continue to publish updates to the collection catalog reflecting these new acquisitions. The CCEIS would appreciate your recommendations for acquisitions and is especially interested in your identifying journals, newsletters, books, etc. that you have found valuable in the development and operation of your programs.

Each resource acquired for the CCEIS collection is processed before being placed in the collection and made available for loan. This process is designed to foster easy client access to appropriate resources and to provide a basis for resource management.

The first step in the processing of a CCEIS document resume is a title search of the Educational Resources Information Center (ERIC) database. If a CCEIS document has been entered into the ERIC collection, a document resume has already been produced by ERIC and CCEIS staff are saved extensive time in processing the document. Approximately 35% of the CCEIS documents in the catalog are also in the ERIC collection and these documents are so noted in the Note field (NT) where the ERIC-assigned ED number is indicated. (Clients

can review these CCEIS documents at any local ERIC collection.)

If the document being processed is not in ERIC, a document resume is written for it. Document resumes are composed of a number of paragraphs (fields) of information specific to each document and include the following: Shelf Number (NU), Author (AU), Corporate Author (CA), Title (TI), Series Title (SE), Publisher/Source (PB), Year of Publication (YR), Notes (NT), Subject Descriptors (DE), and a narrative or summative abstract (AB). Figures I and II represent two typical abstracts as they appear in their completed form.

CCEIS documents are assigned descriptors (key words) from the Thesaurus of ERIC Descriptors. These descriptors indicate the major focus of the content of the resource and greatly assist individuals who are seeking resources that are appropriate for a specific information need. The use of a controlled vocabulary (descriptors) also provides a basis for the development of a computerized database of the CCEIS collection that will allow the collection to be searched by computer. Future plans for the CCEIS collection provide for the development of such a computerized database when the collection grows to a size that warrants automation.

How To Use This Catalog

This catalog is composed of six sections: Document Resumes, Author Index, Institution Index, Title Index, Subject Descriptor List, and Subject Descriptor Index.

The Document Resume section presents the complete resume written for each document in the collection and arranges the documents numerically by Shelf Number. The remaining sections of the catalog are composed of various fields taken from the complete resumes and sorted either alphabetically or numerically.

This catalog can be used in two ways: to verify that a specific resource is in the CCEIS collection, or for general information on a specific topic.

For verification of a specific resource:

1. If the title is known, use the Title Index section. The Title Index sorts all CCEIS document titles alphabetically and includes Author, Corporate Author, and Shelf Number fields. Once the title of the document is found, note the Shelf Number (NU) and review the full document resume in the Document Resume section.

2. If the author is known, use the Author Index and follow the same procedure as above.

NU	SHELF NUMBER:	A 203
CA	CORPORATE AUTHOR:	NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI	TITLE:	HOW TO SET UP AN EFFECTIVE INSTRUCTIONAL PROGRAM TO TEACH ADULTS TO SPEAK ENGLISH.
PB	PUBLISHER/ SOURCE:	NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR	YEAR OF PUBLICATION:	78.
NT	NOTES:	34P.
DE	SUBJECT DESCRIPTORS:	*INSTRUCTIONAL DEVELOPMENT, *SECOND LANGUAGE INSTRUCTION, ENGLISH (SECOND LANGUAGE), CURRICULUM DEVELOPMENT
AB	ABSTRACT:	FOR TEACHERS, CURRICULUM PLANNERS, AND PROGRAM DESIGNERS, THIS GUIDE CONCENTRATES ON SETTING UP ESL INSTRUCTIONAL PROGRAMS TEACHING LISTENING AND SPEAKING SKILLS TO ADULTS. DISCUSSES WHAT TO TEACH, SETTING UP CLASS LEVELS, TESTING STUDENTS FOR PLACEMENT IN A LEVEL, ORDERING TEXTS AND INSTRUCTIONAL MATERIALS, SELECTING AND TRAINING TEACHERS, AND WHO TO CALL IN NEW YORK STATE FOR HELP.

FIGURE II

NU	SHELF NUMBER:	A 242
AU	AUTHOR:	ARTZ, ROBERT M.
TI	TITLE:	SCHOOL-COMMUNITY RECREATION AND PARK COOPERATION.
SE	SERIES TITLE:	MANAGEMENT AIDS BULLETIN, NO. 82.
PB	PUBLISHER/ SOURCE:	NATIONAL RECREATION AND PARK ASSOCIATION, ARLINGTON, VA.
YR	YEAR OF PUBLICATION:	70.
NT	NOTES:	71P.; BIBLIOGRAPHY P.70-71.
DE	SUBJECT DESCRIPTORS:	*RECREATIONAL FACILITIES, *RECREATIONAL PROGRAMS, *COMMUNITY PROGRAMS
AB	ABSTRACT:	AIMED AT PARK AND RECREATIONAL LEADERSHIP TO ENCOURAGE USE OF PARK FACILITIES BY SCHOOLS AND COMMUNITIES THROUGH COOPERATIVE EFFORTS. DEVELOPING COORDINATED SCHOOL-COMMUNITY RECREATION PROGRAMS IS THE SUBJECT OF THIS BOOKLET AND IT CONTAINS INFORMATION ON OBSTACLES, CONSIDERATIONS, CASE STUDIES, AND SAMPLE AGREEMENTS IN PLANNING THESE PROGRAMS.

3. If neither the title nor the author is known, but the institution that produced the document is known, use the Institution Index in the same manner that the Title and Author Indexes are used.

For general information on a specific topic:

1. Begin with the Subject Descriptor List, which contains an alphabetical list of all the descriptors used to identify content of CCEIS documents.

   For example, if you are interested in Marketing, you would find that Marketing has been used as a descriptor and can safely assume that any resource in the collection that deals with marketing has been assigned this descriptive term.

2. Next, turn to the Subject Descriptor Index under Marketing (page 274), where two Shelf Numbers indicate that there are two resources in the collection that have significant content dealing with Marketing.

3. Return to the Document Resume section using the Shelf Number indicated, where the potential value of the resource can be determined by reading the resume.

Requesting Documents

The CCEIS collection is designed to be a lending collection. There are two or more copies of each title in the collection and, as previously stated, many of the resources are also in the ERIC collection and available on microfiche. Once you have identified the resource(s) you wish to borrow, indicate the Shelf Number and Title of the resource(s) on the CCEIS Document Loan Request Form (Figure III) and mail your request to:

CCEIS
Room 209 EB
NYS Education Department
Albany, NY 12234

CCEIS policy requires that one copy of each resource remain at the collection site at all times. This policy guarantees that the core collection will always be available to on-site users and will also maintain its integrity over time. Please indicate on the request form your wishes should the requested document(s) not be available. We will place your request on a reserve list pending return of the title from circulation, send you a microfiche copy if the document is in ERIC, or substitute another title(s) if appropriate.

Resources are loaned for a four-week period with an option to renew for two weeks by written request. We ask that you honor this time frame as others may be waiting for the resource that you are using. Please note that many of the titles in the collection are limited editions and are irreplaceable if lost. Responsible use of the collection resources will assure the continued existence of a valuable resource for all.

FIGURE III

CCEIS DOCUMENT LOAN REQUEST FORM

To order materials from the Community and Continuing Education Information Service (CCEIS), mail this form to:

CCEIS
Room 209 EB
NYS Education Department
Albany, NY 12234
(518) 474-3639

Name _____

Title _____

Address _____

_____

_____ Phone ( ) _____

Shelf Number (NU) _____

Title (TI) _____

Shelf Number (NU) _____

Title (TI) _____

Shelf Number (NU) _____

Title (TI) _____

Shelf Number (NU) _____

Title (TI) _____

Please Check:

If the material you requested is unavailable, do you wish:

It to be reserved? _____

Microfiche copy if ERIC fiche is available? _____

Another title on the same subject sent instead? _____

CCEIS loans up to four titles per request for a four week renewal period. A two week extension is available by request only. Materials are mailed bookrate (fourth class mail) and should be returned in a like manner.

CCEIS RESOURCE CATALOG

A 1 - A 345

DOCUMENT RESUMES

NU A 01
AU BURKE, W. WARNER, ED.; BECKHARD, RICHARD, ED.
TI CONFERENCE PLANNING. 2ND ED.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 76.
NT 174P.; FIRST EDITION AVAILABLE AS ED 055 262.
DE *CONFERENCES, *GROUP DYNAMICS, *LEADERSHIP TRAINING, *PROGRAM EVALUATION, PROBLEM SOLVING
AB THIS BOOK, WRITTEN TO INSTRUCT IN THE USE OF A CONFERENCE AS A MEDIUM OF SOCIAL INTERCOURSE, IS DIVIDED INTO FOUR SECTIONS. SECTION I, WHICH CONTAINS FIVE ARTICLES, DEALS WITH FACTORS TO BE CONSIDERED IN PLANNING A CONFERENCE. SPECIFIC TECHNIQUES ONE CAN EMPLOY TO IMPROVE A CONFERENCE AND SEVERAL DIFFERENT TECHNIQUES FOR EVALUATING THE EFFECTIVENESS OF A MEETING ARE DISCUSSED IN THE FOUR ARTICLES IN SECTION II. SECTION III DESCRIBES FIVE OF THE NUMEROUS VARIATIONS IN CONFERENCE FORMATS AND PURPOSES. THE TWO ARTICLES IN SECTION IV COVER THE TRAINING OF GROUP DISCUSSION LEADERS.

NU A 02
AU DAVIS, LARRY NOLAN; MCCALLON, EARL.
TI PLANNING, CONDUCTING AND EVALUATING WORKSHOPS: A PRACTITIONER'S GUIDE TO ADULT EDUCATION.
PB LEARNING CONCEPTS,
AUSTIN, TX.
YR 74.
NT 321P.
DE *ADULT EDUCATION, *PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, *WORKSHOPS, *GUIDES
AB THIS CONCISE GUIDE TO ADULT EDUCATION ACTIVITIES BEGINS WITH A SIMPLIFIED SURVEY OF ADULT LEARNING THEORY AND MOVES STEP BY STEP THROUGH THE WORKSHOP PROCESS, FROM THE EARLIEST PLANNING STAGE TO THE FINAL EVALUATION. IT RELATES SOCIAL SCIENCE THEORY TO PRACTICAL USE IN A VARIETY OF INSTITUTIONAL SETTINGS, AND IS INTENDED AS A RESOURCE FOR THE PRACTICING ADULT EDUCATOR.

NU A 03
AU DAVIS, LARRY NOLAN; MCCALLON, EARL.
TI PLANNING, CONDUCTING, AND EVALUATING WORKSHOPS. WORKSHOP STAFF PACKET.
PB LEARNING CONCEPTS,
AUSTIN, TX.
YR 74.
NT 31P.
DE *ADULT EDUCATORS, *WORKSHOPS, *PROGRAM DEVELOPMENT, RESOURCE MATERIALS
AB THE WORKSHOP STAFF PACKET CONTAINS NINE WORKSHEETS DESIGNED TO ASSIST ADULT EDUCATORS IN ORGANIZING AND COORDINATING THEIR OWN WORK AND THAT OF THE WORKSHOP STAFF AND CONSULTANTS. WORKSHEETS INCLUDED ARE: 1) NEEDS ASSESSMENT/PROBLEM ANALYSIS AND COMPETENCY MODELS; 2) GENERAL AND SPECIFIC LEARNING OBJECTIVES; 3) LEARNING RESOURCES SELECTION/RESOURCE INVENTORY; 4) LEARNING ACTIVITIES DESIGN; 5) WORKSHOP BUDGET; 6) ARRANGEMENTS/FACILITY SURVEY, ACCOMMODATION SURVEY, AND AIDS INVENTORY; 7) STAFF ASSIGNMENTS AND OBSERVATIONS/PARTICIPANT FEEDBACK; 8) CLOSING SHOP; AND 9) EVALUATION BY OBJECTIVE. THE WORKSHEETS ARE THE SAME AS THOSE IN THE RELATED TEXT, WITH THE EXCEPTION OF THREE ALTERNATE VERSIONS OF WORKSHEETS 4, 6, AND 7. AUTHOR PERMISSION IS GRANTED FOR THE REPRODUCTION OF WORKSHEETS.

NU A 04
AU MCCALLON, EARL.
TI WORKSHOP EVALUATION SYSTEM MANUAL.
PB LEARNING CONCEPTS,
AUSTIN, TX.
YR 76.
NT 22P.; INCLUDES WORKSHOP EVALUATION SCALE BOOKLET AND ANALYSIS REPORT FORM.
DE *WORKSHOPS, CONFERENCES, *MEASUREMENT TECHNIQUES, *EVALUATION METHODS
AB THE WORKSHOP EVALUATION SYSTEM CONSISTS OF A MANUAL, A WORKSHOP EVALUATION SCALE, AND AN ANALYSIS REPORT FORM FOR GATHERING EVALUATIVE DATA FROM THE PARTICIPANT'S PERSPECTIVE. WORKSHOP AS DEFINED HERE INCLUDES INSERVICE TRAINING, CONFERENCES, CONVENTIONS, AND ANY OTHER STRUCTURED LEARNING ACTIVITIES. THIS INSTRUMENT SOLICITS PARTICIPANT RESPONSES IN 7 AREAS: ORGANIZATION, OBJECTIVES, WORKSHOP SPEAKER OR LEADER, IDEAS AND ACTIVITIES, SCOPE OF SUBJECT COVERAGE, BENEFICIALITY, AND OVERALL EFFECTIVENESS. NORMATIVE DATA FOR CONVERTING RAW SCORES INTO PERCENTILE RANK IS GIVEN. THE QUESTIONNAIRE ITSELF IS VERY SHORT AND TAKES ONLY A FEW MINUTES TO COMPLETE.

NU A 05
AU PETERSON, RICHARD E., ET AL.
TI TOWARD LIFELONG LEARNING IN AMERICA: A SOURCEBOOK FOR PLANNERS.
PB EDUCATIONAL TESTING SERVICE,
BERKELEY, CA.
YR 78.
NT 482P.; BIBLIOGRAPHY P. IV-66 TO IV-73; PRE-PUBLICATION COPY.
DE *LIFELONG LEARNING, *RESOURCE MATERIALS, *GUIDES, PLANNING
AB THIS SOURCEBOOK IS FOR PROGRAM AND POLICY MAKERS, GOVERNMENT AND EDUCATION PLANNERS, STATE EDUCATION OFFICIALS, ADMINISTRATORS, AND COMMUNITY ORGANIZATION LEADERS WHO WANT AN OVERVIEW OF DEVELOPMENTS IN THE AREA OF LIFELONG LEARNING. CHAPTER ONE DESCRIBES MOST MAJOR PROGRAMS AND SOURCES OF DELIBERATE AND UNINTENTIONAL LEARNING. CHAPTER TWO DEFINES THE ADULT LEARNER AS CHARACTERIZED IN THIRTY NATIONAL AND STATE STATISTICAL SURVEYS. RECENT STATE LEVEL ACTIVITIES AND PLANS ARE REVIEWED INCLUDING CASE STUDIES OF FOUR STATES. CHAPTER FOUR SUMMARIZES FEDERAL PROGRAMS AND THE FEDERAL ROLE IN LIFELONG LEARNING. A CHAPTER, "RESOURCES FOR PLANNERS", CONTAINS DIRECTORIES OF ADVISORY COUNCILS, ORGANIZATIONS, CLEARINGHOUSES, LISTS OF JOURNALS, NEWSLETTERS, AND RESEARCH PROJECTS.

NU A 06
AU GROSS, RONALD.
TI LIFELONG LEARNER, THE.
PB SIMON AND SCHUSTER,
NEW YORK, NY.
YR 77.
NT 190P.
DE *ADULT STUDENTS, *INDEPENDENT STUDY, *LIFELONG LEARNING, NONTRADITIONAL EDUCATION, CASE STUDIES
AB DESIGNED TO PROVIDE A GENERAL GUIDE AND STIMULI FOR LIFELONG LEARNING, THIS BOOK EXAMINES ALL THE POSITIVE FACTORS OF INDEPENDENT STUDY. LIFELONG LEARNING IS DEFINED AS SELF-DIRECTED GROWTH FREE FROM THE TRADITIONAL SCHOOLING PROCEDURES. CHAPTERS DISCUSS THE FOLLOWING: THE LIFELONG LEARNER; PROFILES OF SUCH LEARNERS IN ACTION; HOW TO BE SELF-DIRECTED; HOW TO LEARN; THE "INVISIBLE UNIVERSITY"; AND WHAT BASIC BOOKS TO READ TO START A LEARNING EXPERIENCE. PRESENTED ARE CASE STUDIES OF SUCH TYPICAL PEOPLE AS TILLIE LEWIS, WHO LEARNED TO GROW POMODORO TOMATOES IN CALIFORNIA WHEN MOST THOUGHT IT IMPOSSIBLE, TO FAMOUS SELF-TAUGHT INDIVIDUALS LIKE MALCOLM X, WHO ACQUIRED HIS EDUCATION WHILE SERVING TIME IN THE NORFOLK PRISON COLONY. THE INVISIBLE UNIVERSITY IS A TERM CONSTRUCTED BY THE AUTHOR TO REPRESENT THE WEALTH OF NEW AND INFORMAL ARENAS FOR LEARNING: LEARNING EXCHANGES, EDUCATIONAL BROKERS, NETWORKS OF AMATEUR SCHOLARS, LIBRARIES, TELEVISION, AND MANY OTHERS. SELF-EDUCATION IS PROMOTED NOT ONLY FOR THE INDIVIDUAL BENEFITS BUT ALSO FOR THE SOCIAL IMPLICATIONS OF CREATING A SOCIETY OF FREE, LIFELONG LEARNERS. A BASIC BOOKSHELF LIST IS GIVEN TO HELP THE INDIVIDUAL BECOME ACQUAINTED WITH THE POSSIBILITIES WITHIN EACH PERSON TO BECOME AN INDEPENDENT LEARNER. INCLUDED ARE SUCH BOOKS AS: GAIL SHEEHY'S "PASSAGES: PREDICTABLE CRISES OF ADULT LIFE" (1976); ARI KIEV'S "A STRATEGY FOR DAILY LIVING" (1973); ALLEN TOUGH'S "THE ADULT'S LEARNING PROJECTS" (1971); AND CARLOS CASTANEDA'S "THE TEACHINGS OF DON JUAN" (1969).

NU A 07
AU OLSEN, EDWARD G.; CLARK, PHILLIP A.
TI LIFE-CENTERING EDUCATION.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 77.
NT 205P.
DE *CHANGE STRATEGIES, *COMMUNITY EDUCATION, *CURRICULUM DEVELOPMENT, ELEMENTARY SECONDARY EDUCATION, NONTRADITIONAL EDUCATION
AB THIS BOOK EXAMINES THE TOPIC OF COMMUNITY EDUCATION AND ITS POTENTIAL APPLICATION TO THE CURRICULA OF AMERICAN SCHOOLS. THE AUTHORS FOCUS ON THE NEED FOR SIGNIFICANT CURRICULUM CHANGE, SUGGESTING THAT THE LIFE PROCESSES AND CONCERNS OF PEOPLE SHOULD BECOME THE COMMON CORE OF SYSTEMATIC EDUCATION. MUCH OF THE BOOK IS DEVOTED TO ESTABLISHING A HISTORICAL AND CONCEPTUAL FRAMEWORK FOR COMMUNITY EDUCATION AND LIFE-CENTERED CURRICULA, ALTHOUGH TWO CHAPTERS DEAL WITH PRAGMATIC WAYS AND MEANS OF FACILITATING THIS TYPE OF MAJOR CURRICULUM CHANGE.

NU A 08
AU CROPLEY, A.J.; DAVE, R.H.
TI LIFELONG EDUCATION AND THE TRAINING OF TEACHERS: DEVELOPING A CURRICULUM FOR TEACHER EDUCATION ON THE BASIS OF THE PRINCIPLES OF LIFELONG EDUCATION.
SE ADVANCES IN LIFELONG EDUCATION, VOL. 5.
PB PERGAMON PRESS,
ELMSFORD, NY.
YR 78.
NT 245P.; REFERENCES AND BIBLIOGRAPHY P.223-238.
DE *LIFELONG LEARNING, *TEACHER EDUCATION PROGRAMS, TEACHER EDUCATION
AB THIS IS A FINAL EVALUATIVE REPORT ON SIX TEACHER TRAINING PROGRAMS IN FIVE COUNTRIES TO DETERMINE HOW BEST TO INCORPORATE PRINCIPLES OF LIFELONG EDUCATION INTO THE PROGRAMS. THREE CHAPTERS ARE DEVOTED TO A THEORETICAL INTRODUCTION TO THE PROJECT. THE SECOND SECTION FOCUSES ON THE PROGRAMS THEMSELVES, HOW THEY WERE MODIFIED, AND THE RESULTS OF THE MODIFICATIONS. THE LAST TWO CHAPTERS EVALUATE THE FEASIBILITY AND USEFULNESS OF THESE CHANGES AND HOLD SPECIAL VALUE FOR TEACHER EDUCATORS, ADMINISTRATORS, AND PROGRAM PLANNERS.

NU A 09
AU FURLONG, THOMAS, ED., ET AL.
TI STATE PLANNING FOR LIFELONG LEARNING: IMPROVING ACCESS FOR ADULT CITIZENS.
PB STATE OF FLORIDA,
DEPARTMENT OF EDUCATION,
TALLAHASSEE, FL.
YR 77.
NT ED 163 845; 202P.; REPORT OF A NATIONAL INVITATIONAL CONFERENCE (ORLANDO, FLORIDA, FEBRUARY 20-22, 1977); PARTS MAY NOT REPRODUCE CLEARLY DUE TO COLORED BACKGROUND.
DE *FEDERAL LEGISLATION, *LIFELONG LEARNING, *STATEWIDE PLANNING, FEDERAL STATE RELATIONSHIP, *POSTSECONDARY EDUCATION
AB ON FEBRUARY 20-22, 1977 THE FLORIDA POSTSECONDARY EDUCATION COMMISSION, WITH SEVERAL OTHER AGENCIES, SPONSORED A CONFERENCE AT WHICH REPRESENTATIVES OF MANY STATES AND AGENCIES COULD SHARE STATE POLICY AND PLANNING STRATEGIES ACCOMMODATING FEDERAL LEGISLATION. THE REPORT IS IN FOUR SECTIONS, AND THE CONTENTS INCLUDE: 1) LIFELONG LEARNING AND STATE PLANNING: EDUCATION AMENDMENTS, TITLE I; 2) EDUCATIONAL INFORMATION CENTERS: EDUCATION AMENDMENTS, TITLE IV; THE ROCHESTER CONSORTIUM; AND A WORKSHOP MODEL ON EDUCATIONAL BROKERING; 3) COMMUNITY COLLEGES AND POSTSECONDARY PLANNING: EDUCATION AMENDMENTS, TITLE X; REGIONALISM, A POSTSECONDARY EDUCATION STRATEGY YET UNDEFINED; A THIRD VERSION OF THE COMMUNITY COLLEGE, THE CONTRACT COLLEGE; AND THREE CASE STUDIES; AND 4) THE STATE AND FEDERAL EXCHANGE. APPENDED ARE THE CONFERENCE PROGRAM AND A LIST OF PARTICIPANTS.

NU A 10
AU DECKER, LARRY E.
CA VIRGINIA UNIVERSITY (CHARLOTTESVILLE). SCHOOL OF EDUCATION.
TI PEOPLE HELPING PEOPLE: AN OVERVIEW OF COMMUNITY EDUCATION. 6TH ED.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 77.
NT 23P.
DE *COMMUNITY EDUCATION, *PROGRAM DEVELOPMENT, *COMMUNITY INVOLVEMENT, EDUCATIONAL OBJECTIVES, SCHOOL COMMUNITY PROGRAMS
AB THIS BOOKLET PROVIDES AN OVERVIEW OF COMMUNITY EDUCATION FOR THOSE READERS INTERESTED IN DEVELOPING A COMMUNITY EDUCATION PROGRAM. THE FIRST SECTION INTRODUCES THE CONCEPT OF COMMUNITY EDUCATION. SECTION 2 PRESENTS A CHART COMPARING THE TRADITIONAL SCHOOL'S USE PATTERN TO THAT OF THE COMMUNITY SCHOOL. SECTIONS 3 AND 4 LIST TWELVE COMMUNITY EDUCATION GOALS AND TEN FACTORS RELATED TO SUCCESSFUL COMMUNITY EDUCATION DEVELOPMENT. THE FIFTH SECTION PRESENTS A DIAGRAM OF A SEQUENTIAL PROCESS FOR IMPLEMENTING A TOTAL CONCEPT OF COMMUNITY EDUCATION, AND THE SIXTH SECTION DISCUSSES LOCAL, STATE, AND FEDERAL SUPPORT. SECTION 7 EXPLAINS THE IMPORTANCE OF LOCAL LEADERSHIP, AND SECTIONS 8 AND 9 PRESENT A SAMPLE CHART FOR A SCHOOL SYSTEM DEVELOPING A COMMUNITY EDUCATION PROGRAM, AND A CHART OF VARIOUS PROGRAMS, RESPECTIVELY. SECTIONS 10 THROUGH 15 PRESENT THE FOLLOWING INFORMATION: AN OVERVIEW OF THE MAJOR REVENUE SOURCES; BUDGET OUTLINES FOR BOTH A FULL-TIME AND PART-TIME PROGRAM; PROGRAM EVALUATION; LISTINGS OF COMMITMENTS TO CONSIDER; LISTINGS OF EIGHTY CENTERS OF COMMUNITY EDUCATION LOCATED AT INSTITUTIONS FOR HIGHER EDUCATION; AND BRIEF DESCRIPTIONS OF TEN COMMUNITY EDUCATION NATIONAL INFORMATION SOURCES.

NU A 11
AU MILES, LEROY; PARSON, STEVE R.
CA UNIVERSITY OF VIRGINIA (CHARLOTTESVILLE). MID-ATLANTIC CENTER FOR COMMUNITY EDUCATION.
TI COMMUNITY EDUCATOR'S GUIDE TO ADULT LEARNING, THE.
PB UNIVERSITY OF VIRGINIA,
CHARLOTTESVILLE, VA.
YR 78.
NT 32P.
DE *ADULT LEARNING, GUIDES, *ADULT EDUCATION, PROGRAM DEVELOPMENT, *COMMUNITY EDUCATION
AB IT IS NECESSARY FOR COMMUNITY EDUCATORS TO UNDERSTAND ADULT LEARNING AND ADULT EDUCATION IN ORDER TO IMPROVE INTERACTION WITH ADULT EDUCATORS OVER AREAS OF OVERLAPPING CONCERN. THIS MONOGRAPH PROVIDES THE COMMUNITY EDUCATION PRACTITIONER WITH A THEORETICAL APPROACH TO ADULT EDUCATION PROGRAMMING. IT FOCUSES ON ADULT LEARNING THEORY AND IMPLICATIONS FOR TEACHING AND LEARNING, PROGRAM DEVELOPMENT PRINCIPLES, ADMINISTRATIVE PRINCIPLES, AND THE EVALUATION PROCESS.

NU A 12
AU YOUNG, MALCOLM B., ET AL.
CA DEVELOPMENT ASSOCIATES, INC. (ARLINGTON, VA).
TI EVALUATION OF THE COMMUNITY EDUCATION PROGRAM, AN. THE FINAL REPORT.
PB U.S. GOVERNMENT PRINTING OFFICE,
WASHINGTON, D.C.
YR 80.
NT ED 176 027; 66P.
DE *COMMUNITY EDUCATION, *COMMUNITY PROGRAMS, *FEDERAL AID, EDUCATIONAL OBJECTIVES, SCHOOL COMMUNITY RELATIONSHIP, *PROGRAM EVALUATION
AB PART OF THE EDUCATIONAL AMENDMENTS OF 1974, THE COMMUNITY SCHOOLS ACT WAS ENACTED TO PROVIDE GRANTS TO LOCAL EDUCATION AGENCIES (LEAS) AND STATE EDUCATION AGENCIES (SEAS) FOR DEVELOPING AND EXPANDING LOCAL COMMUNITY PROGRAMS AND TO INSTITUTIONS OF HIGHER EDUCATION (IHES) FOR TRAINING LEADERS FOR THESE PROGRAMS. TO EVALUATE THE EFFECTIVENESS OF THESE GRANTS, A STUDY WAS CONDUCTED TO DESCRIBE THE ORGANIZATION AND OPERATION OF THE LEA, SEA, AND IHE PROJECTS AND TO ASSESS THE IMPACT OF THE PROJECTS AT THE LOCAL, STATE, AND UNIVERSITY LEVELS. A SURVEY WAS MAILED TO ALL NINETY-THREE PROJECTS FUNDED IN FISCAL 1976, AND VISITS WERE MADE TO TWENTY OF THE FIFTY-THREE PROJECTS FUNDED IN FISCAL 1977. BASED ON THE DATA COLLECTED, IT WAS CONCLUDED THAT ALL THREE TYPES OF PROJECTS WERE SUCCESSFUL IN ATTAINING THEIR OBJECTIVES WITH: 1) THE IHE PROJECTS TRAINING LOCAL AND STATE PRACTITIONERS; 2) SEAS INCREASING STATE LEVEL COMMUNITY EDUCATION SERVICES AND ALSO GIVING TRAINING OR ASSISTANCE TO CLIENTS WHICH MADE AN IMPACT AT THE LOCAL LEVEL; AND 3) LEAS PROVIDING SERVICES USED AND VALUED BY THE COMMUNITY, INCREASING CITIZEN INVOLVEMENT IN SCHOOLS AS WELL AS COOPERATION BETWEEN SCHOOLS AND OTHER COMMUNITY AGENCIES, AND PRODUCING DESIRED IMPACTS ON LOCAL COMMUNITIES AND THEIR INDIVIDUAL MEMBERS.

NU A 13
AU NEWITT, JANE; KAHN, HERMAN.
CA OFFICE OF EDUCATION (DHEW), (WASHINGTON, D.C.).
TI SCHOOLS' COMMUNITY ROLES IN THE NEXT TEN YEARS, THE: AN OUTSIDE PERSPECTIVE. COMMUNITY EDUCATION ADVISORY COUNCIL REPORT, NO. 2.
PB U.S. GOVERNMENT PRINTING OFFICE,
WASHINGTON, D.C.
YR 77.
NT ED 151 969; 48P.; GRAPH ON PAGE 11 MAY BE MARGINALLY LEGIBLE.
DE *EDUCATIONAL CHANGE, *POPULATION TRENDS, *SCHOOL COMMUNITY RELATIONSHIP, DECLINING ENROLLMENT, ELEMENTARY SECONDARY EDUCATION
AB THE PURPOSE OF THIS ESSAY IS TWOFOLD. FIRST, IT IS INTENDED TO COMMUNICATE THE AUTHORS' SENSE OF THE CONTEXT IN WHICH THE SCHOOLS WILL BE OPERATING OVER THE NEXT 10 OR 12 YEARS AND HOW THIS CONTEXT DIFFERS FROM THAT OF THE PAST DOZEN YEARS. SECOND, THIS ANALYSIS PRESENTS TWO SCENARIOS FOR THE SCHOOLS' LARGER COMMUNITY ROLES IN THE NEXT 10 YEARS. ONE OF THESE SCENARIOS DEALS WITH GROWING COMMUNITIES; THE OTHER DEALS WITH COMMUNITIES EXPERIENCING DECLINE. THE ESSAY CONCLUDES WITH A MORE GENERAL RANKING OF THE POSSIBLE COMMUNITY ROLES THAT THE SCHOOLS CAN FILL. AN APPENDIX PROVIDES ADDITIONAL INFORMATION ON THE MAJOR FACTORS INFLUENCING SCHOOL ENROLLMENT TRENDS.

NU A 14
AU SEMPLE, BARRY F.; DELELLIS, ANTHONY J.
CA COUNCIL OF CHIEF STATE SCHOOL OFFICERS (WASHINGTON, D.C.).
TI COMMUNITY EDUCATION AND STATE EDUCATION AGENCIES. AN ASSESSMENT OF EXISTING AND FUTURE ROLES. COMMUNITY EDUCATION ADVISORY COUNCIL REPORT, NO. 4.
PB U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
YR 77.
NT ED 158 429; 55P.; APPENDICES MAY NOT REPRODUCE CLEARLY.
DE *COMMUNITY EDUCATION, *STATE DEPARTMENTS OF EDUCATION, ELEMENTARY SECONDARY EDUCATION, QUESTIONNAIRES
AB RESEARCHERS ASKED CHIEF STATE SCHOOL OFFICERS IN 50 STATES AND 6 TERRITORIES ABOUT THEIR OPINIONS OF THE ESSENTIAL COMPONENTS OF COMMUNITY EDUCATION, THEIR PERCEPTIONS OF CURRENT AND FUTURE STATE DEPARTMENT ROLES IN COMMUNITY EDUCATION DEVELOPMENT, AND THEIR RECOMMENDATIONS FOR IMPLEMENTATION OF THE STATE ROLES. THE 51 RESPONDENTS RANKED THE THREE MOST IMPORTANT ELEMENTS OF COMMUNITY EDUCATION TO BE A PROCESS FOR MATCHING COMMUNITY RESOURCES WITH COMMUNITY NEEDS; SPONSORSHIP OF COOPERATIVE PROGRAMS WITH OTHER AGENCIES; AND USE OF SCHOOLS AS COMMUNITY CENTERS. RESPONDENTS RANKED THE THREE MOST IMPORTANT CURRENT AND FUTURE ROLES OF STATE DEPARTMENTS OF EDUCATION TO BE PROVIDING TECHNICAL ASSISTANCE TO LOCAL EDUCATION AGENCIES IN THE DESIGN OF COMMUNITY EDUCATION PROGRAMS; ENCOURAGING STATE EDUCATION ASSOCIATION STAFF TO PLAN COOPERATIVELY WITH OTHER STATE AGENCIES; AND ESTABLISHING STATEWIDE COMMUNITY EDUCATION GOALS. THE THREE MOST IMPORTANT STRATEGIES RECOMMENDED BY CHIEF STATE SCHOOL OFFICERS FOR THE DEVELOPMENT OF COMMUNITY EDUCATION AT THE STATE EDUCATION ASSOCIATION LEVEL WERE ESTABLISHING A STATEWIDE COMMUNITY EDUCATION ADVISORY COUNCIL; SEEKING STATE BOARD OF EDUCATION APPROVAL OF THE DEFINITION, GOALS, AND PLANS FOR COMMUNITY EDUCATION; AND SEEKING COMMITMENT FROM OTHER STATE AGENCIES TO INVESTIGATE THE MERITS AND FEASIBILITY OF COMMUNITY EDUCATION.

NU A 15
AU HAGER, DONNA L., ET AL.
TI COMMUNITY INVOLVEMENT FOR CLASSROOM TEACHERS.
PB COMMUNITY COLLABORATORS, CHARLOTTESVILLE, VA.
YR 77.
NT ED 146 124; 63P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *SCHOOL COMMUNITY RELATIONSHIP, *COMMUNITY INVOLVEMENT, *PARENT PARTICIPATION
AB THIS PUBLICATION DISCUSSES SELECTED ELEMENTS OF COMMUNITY INVOLVEMENT PROGRAMS AND PROCESSES THAT DIRECTLY RELATE TO THE CLASSROOM TEACHER. THE AREAS COVERED GIVE THE TEACHER A THEORETICAL BASE TO SUPPORT THE CONCEPT OF COMMUNITY INVOLVEMENT AS WELL AS PRACTICAL WAYS TO IMPLEMENT BASIC ELEMENTS OF COMMUNITY INVOLVEMENT TO ENHANCE THE LEARNING PROCESSES OF STUDENTS. THESE AREAS ARE A RATIONALE FOR TEACHERS' INVOLVEMENT WITH THE COMMUNITY AND USE OF VOLUNTEERS IN THE CLASSROOM TECHNIQUES AND STRATEGIES OF HOME VISITATION. SAMPLE INSTRUMENTS AND MATERIALS ARE ALSO INCLUDED TO AID THE TEACHER IN INITIATING, IMPLEMENTING, AND EVALUATING COMMUNITY INVOLVEMENT AS IT DIRECTLY RELATES TO THE CLASSROOM.

NU A 16
AU KOZOLL, CHARLES; ULMER, CURTIS, ED.
TI DEVELOPING SUCCESSFUL COMMUNITY ASSISTANCE PROGRAMS.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 71.
NT 48P.
DE *DISADVANTAGED, *GUIDES, *SCHOOL COMMUNITY RELATIONSHIP, ADULT STUDENTS, COMMUNITY PROGRAMS
AB THIS GUIDE IS WRITTEN FOR ADULT EDUCATION TEACHERS AND ADMINISTRATORS; IT SHOWS WHY AND HOW TO USE OUTSIDE RESOURCES AND THE EXTENSIVE AGENCY AND INDIVIDUAL ASSISTANCE AVAILABLE. THE MATERIAL PRESENTED CONCERNS THE FOLLOWING SUBJECT AREAS: A REALISTIC SELF APPRAISAL (WHERE TO FIND ASSISTANCE; OBLIGATIONS TO THE ADULT STUDENT; RESPONSIBILITY IN PERSPECTIVE); SOURCES OF SUPPORT (ORGANIZATIONS PROVIDING ASSISTANCE; ASSISTANCE FROM THE COMMUNITY); WORKING WITH THE POOR: A QUESTION OF ATTITUDE AND SENSITIVITY (INTRODUCING AVAILABLE SERVICES; FINANCIAL GUIDANCE AND ASSISTANCE; LOCATING AND UTILIZING SERVICES); SPECIALIZED ATTENTION (PHYSICALLY HANDICAPPED; MENTALLY DISTURBED; EPIDEMIC SOCIAL DISEASES; PRISON AND PAROLE GUIDANCE; FAMILY PROBLEMS); HELP FROM PRIVATE ORGANIZATIONS (MINORITY GROUP CULTURAL ASSOCIATIONS; CIVIL LIBERTIES; INTERGROUP UNDERSTANDING; THE LOCAL CHAMBER OF COMMERCE); HUMAN RESOURCE CONTRIBUTIONS (WHAT TO LOOK FOR IN A SPEAKER); GROUPS REQUIRING SPECIALIZED ASSISTANCE (SERVING THE AGED; ACCOMMODATING THE RURAL RESIDENT); PACING AND INTRODUCTION OF MATERIAL (MAINTAINING THE PROPER ATITTUDE; GETTING THE STUDENT TO EVALUATE DIFFERING POINTS OF VIEW); BUILDING AWARENESS: TRAINING FOR COORDINATORS AND TEACHERS (STAFF RESPONSIBILITIES; LOCATING AND ASSEMBLING MATERIAL; REVIEWING MATERIAL; THE AVAILABILITY OF OUTSIDE SPEAKERS). A CONCLUSION AND BIBLIOGRAPHY ARE PROVIDED.

NU A 17
AU KOZOLL, CHARLES E.; ULMER, CURTIS, ED.
TI ADMINISTRATOR'S GUIDE TO THE USE OF VOLUNTEER TEACHERS.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 56P.; BIBLIOGRAPHY P.55-56.
DE *VOLUNTEER TRAINING, VOLUNTEERS, TEACHER EDUCATION, *ADMINISTRATOR GUIDES
AB THIS GUIDE GIVES ADMINISTRATORS TIPS ON INTERPERSONAL SKILLS FOR WORKING WITH VOLUNTEER TEACHERS. DISCUSSION TOPICS ARE THE TYPES OF PEOPLE THAT VOLUNTEER, THEIR MOTIVES AND EXPECTATIONS, HOW TO SCREEN AND INTERVIEW POTENTIAL VOLUNTEERS, AND HOW TO RECRUIT THEM. AN OVERVIEW OF TRAINING (DETERMINING NEEDS, THINGS TO REMEMBER, ADMINISTRATOR'S ROLE, ETC.), FORMS OF TRAINING (PRE- AND INSERVICE), AND CHOOSING THE MOST APPROPRIATE FORM ARE EXPLAINED. WHAT VOLUNTEER TEACHER TRAINING SHOULD COVER IS OUTLINED IN THE LAST SECTION AND INCLUDES THE FOLLOWING AREAS: ORIENTATION TO ADULTS AS LEARNERS (MOTIVATION, SELF-PERCEPTIONS, HOME AND JOB CONSTRAINTS, ETC.); HOW TEACHERS INFLUENCE THE LEARNING ENVIRONMENT; PACING THE CLASS; ORGANIZATION; MATERIALS SELECTION; USING COMMUNITY RESOURCES; COUNSELING AND EVALUATION SKILLS; SUPERVISION; AND SUPPORT.

NU A 18
AU NYQUIST, EWALD B.
TI PUBLIC INVOLVEMENT. AN EDUCATIONAL PARTNERSHIP AMONG PARENTS, STUDENTS, PROFESSIONALS, AND CITIZENS OF NEW YORK STATE SCHOOL DISTRICTS.
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 77.
NT ED 145 305; 13P.
DE *BOARD OF EDUCATION ROLE, *CITIZEN PARTICIPATION, *SCHOOL COMMUNITY RELATIONSHIP, ELEMENTARY SECONDARY EDUCATION
AB IN THIS PAPER, BOARDS OF EDUCATION ARE URGED TO EVALUATE THEIR POLICIES AND THEIR PERFORMANCE IN RELATION TO PARENT AND CITIZEN INVOLVEMENT AND TO CONSIDER SERIOUSLY HOW PROGRAMS AT DISTRICTWIDE AND SCHOOL LEVELS CAN BE IMPROVED. THE EMPHASIS IN SUCH PROGRAMS SHOULD BE ON DEVELOPING OPEN TWO-WAY COMMUNICATIONS AND FULL PARTICIPATION AIMED AT MAXIMIZING THE CAPABILITIES OF THE SCHOOLS TO KNOW AND ACT UPON THE WANTS AND NEEDS OF THEIR STUDENTS AND COMMUNITIES. SUGGESTIONS FOR BOARDS OF EDUCATION INCLUDE: 1) AID AND SUPPORT TO PARENTS AND COMMUNITY VOLUNTEERS WHO WISH TO SHARE IN THE EDUCATIONAL PROCESS; 2) STEPS TO WORK EFFECTIVELY WITH ANY COMMUNITY GROUP THAT INDICATES A WILLINGNESS TO SUPPORT PROGRAMS DESIGNED TO IMPROVE EDUCATION; 3) NEED TO ESTABLISH NEW GROUPS OR ASSIGN OTHER RESPONSIBILITIES FOR EXISTING GROUPS TO AID IN DEVELOPING POLICIES, PROGRAMS, PLANS, AND BUDGETS RESPONSIVE TO STUDENT AND COMMUNITY NEEDS; 4) ACKNOWLEDGEMENT OF THE CONTRIBUTIONS THAT STUDENTS THEMSELVES CAN MAKE TO TEACHING, PLANNING, AND POLICY-MAKING; AND 5) ESTABLISHMENT OF AN ADVISORY COUNCIL AT EACH SCHOOL LEVEL WITH DEFINED DECISION-MAKING AUTHORITY IN SUCH SELECTED AREAS AS CURRICULUM, BUDGETING, RESOURCE ALLOCATION, REPORTING, AND EVALUATION.

NU A 19
AU SPEETER, GREG.
TI POWER: A REPOSSESSION MANUAL: ORGANIZING STRATEGIES FOR CITIZENS.
PB UNIVERSITY OF MASSACHUSETTS, AMHERST, MA.
YR 78.
NT ED 175 104; 127P.; DOCUMENT PREPARED THROUGH THE CITIZEN INVOLVEMENT TRAINING PROJECT.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *CHANGE STRATEGIES, *GROUP DYNAMICS, *SOCIAL ACTION, *COMMUNITY ORGANIZATIONS, *GUIDES
AB THE PURPOSE OF THIS MANUAL IS TO ENCOURAGE THE GROWTH OF COMMUNITY ORGANIZATION AND TO MAKE THE PROCESS OF MOBILIZING A COMMUNITY AND THE SKILLS INVOLVED KNOWN TO THOSE WHO PARTICIPATE IN THE ORGANIZING PROCESS. IT OFFERS PRACTICAL SUGGESTIONS ON UNDERSTANDING THE ORGANIZING PROCESS, DIAGNOSING, AND IMPROVING IT. THE MANUAL IS WRITTEN WITH THE ASSUMPTION THAT GROUP MEMBERS, NOT GROUP LEADERS, SHOULD OWN THE ORGANIZATION (ITS ACTIONS, PROGRAMS, AND DECISIONS). CHAPTERS ARE WRITTEN CHRONOLOGICALLY, FROM THE FIRST STEP IN THE ORGANIZING PROCESS THROUGH THE LAST. EACH CHAPTER IS THEN DIVIDED INTO A SERIES OF SUBSTEPS THAT USUALLY ARE REQUIRED TO ACCOMPLISH A STEP. ALL EXERCISES IN THE MANUAL APPEAR ON SINGLE PAGES SO THEY CAN BE DUPLICATED EASILY.

NU A 20
AU DAVIES, DON, ET AL.
TI SHARING THE POWER? A REPORT ON THE STATUS OF SCHOOL COUNCILS IN THE 1970'S.
PB INSTITUTE FOR RESPONSIVE EDUCATION, BOSTON, MA.
YR 77.
NT 87P.
DE *ADVISORY COMMITTEES, *COMMUNITY INVOLVEMENT, *SCHOOL COMMUNITY RELATIONSHIP
AB AN EXAMINATION OF THE AUTHORITY, THE STRUCTURE, AND THE ACTIVITIES OF SCHOOL COUNCILS, AS REVEALED THROUGH RELEVANT LITERATURE, FIELD VISITS, WORKSHOPS, INTERVIEWS, AND OTHER CHANNELS OPEN TO THE INSTITUTE FOR RESPONSIVE EDUCATION, REVEALS THAT MOST COUNCILS HAVE LITTLE RESPONSIBILITY OR POWER TO AFFECT EDUCATIONAL DECISION-MAKING, AND RARELY ARE GIVEN THE OPPORTUNITY TO USE SUCH POWER WHEN THEY DO HAVE IT. THE GAP BETWEEN WHAT IS EXPECTED FROM COUNCILS AND WHAT THEY ACTUALLY ACHIEVE IS DUE LARGELY TO "ENVIRONMENTAL FORCES" IN THE COUNCILS' RELATIONS WITH SUCH GROUPS AS PRINCIPALS, SCHOOL BOARDS, AND TRADITIONAL PARENT GROUPS, MANY OF WHICH ARE RELUCTANT TO SHARE POWER. STILL, COUNCILS HAVE THE POTENTIAL TO CONTRIBUTE GREATLY TO EDUCATION IF THEY RECEIVE SUPPORT IN SIX AREAS: 1) AUTHORITY MUST BE DECENTRALIZED SO THAT COUNCILS CAN PARTICIPATE EFFECTIVELY AT THE BUILDING LEVEL; 2) COUNCILS MUST HAVE ADEQUATE RESOURCES; 3) EDUCATORS MUST HAVE ACCESS TO OPPORTUNITIES TO IMPROVE THEIR SKILLS AT WORKING WITH PARENTS AND COUNCILS; 4) COUNCILS AND OTHER AGENCIES MUST BE ENCOURAGED IN THE COORDINATION OF THEIR EFFORTS; 5) COUNCILS SHOULD REPRESENT ALL ASPECTS OF THE EDUCATIONAL COMMUNITY, PREFERABLY BY ELECTION; AND 6) COUNCIL ACTIVITIES SHOULD BE WELL DOCUMENTED AND CAREFULLY EVALUATED YEARLY.

NU A 21
AU NAYLOR, HARRIET H.
CA NATIONAL BOARD OF YOUNG MENS CHRISTIAN ASSOCIATION (NEW YORK, NY).
TI VOLUNTEERS TODAY--FINDING, TRAINING AND WORKING WITH THEM.
PB ASSOCIATION PRESS, NEW YORK, NY.
YR 67.
NT 198P.
DE *RECRUITMENT, *TRAINING METHODS, *VOLUNTARY AGENCIES, *VOLUNTEERS, ADULT LEARNING, LEADERSHIP TRAINING
AB THE MAJOR CHALLENGE NOW FACING VOLUNTARY ORGANIZATIONS, ESPECIALLY IN VIEW OF SUCH COMPETING FEDERAL PROGRAMS AS THE PEACE CORPS AND VISTA, IS TO RECRUIT, TRAIN, AND HOLD A SUFFICIENT NUMBER OF PROMISING VOLUNTEERS, PARTICULARLY AT THE POLICY-MAKING LEVEL. SINCE FUTURE VOLUNTEERS WILL COME INCREASINGLY FROM THE RANKS OF THE TECHNICALLY EDUCATED RATHER THAN THE LIBERALLY AND PROFESSIONALLY EDUCATED, TRAINING PROCEDURES AND UNDERLYING ASSUMPTIONS MUST BE ALTERED ACCORDINGLY. TRAINING SHOULD COMPRISE ORIENTATION TO ORGANIZATIONAL PURPOSES AND PROCEDURES, INITIAL JOB TRAINING COURSES, AND ADVANCED TRAINING THROUGH WORKSHOPS, CONFERENCES, AND SIMILAR MEANS. TRAINING DESIGN INVOLVES SEVERAL DIMENSIONS--PERSONNEL (NEW TRAINEES, BOARD MEMBERS, FUND RAISERS, GROUP LEADERS, COMMITTEE CHAIRMEN, AND SECRETARIES), OBJECTIVES, RESOURCE PERSONS AND MATERIALS, METHODS AND FORMS OF TRAINING, SCHEDULING, AND SPECIAL EQUIPMENT AND SERVICES. CAREFUL SELECTION AND PLACEMENT, PROVISION FOR MOBILITY, AND A CONSIDERATION OF FUTURE NEEDS ARE ALSO VITAL. (THE DOCUMENT INCLUDES EXAMPLES OF JOB DESCRIPTIONS, A QUESTIONNAIRE, DIAGRAMS AND FORMS, AND 72 REFERENCES.)

NU A 22
AU RUSSELL, DIANE.
TI PUBLIC RELATIONS HANDBOOK FOR COMMUNITY EDUCATION, A.
SE COMMUNITY EDUCATION HOW TO SERIES.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 76.
NT 33P.
DE *PUBLIC RELATIONS, *PUBLICITY, *GUIDES, COMMUNITY EDUCATION, COMMUNITY RELATIONS, SCHOOL COMMUNITY RELATIONSHIP
AB OFTEN THE COMMUNITY EDUCATION DIRECTOR HAS THE RESPONSIBILITY FOR PUBLIC RELATIONS (PR) AND IT IS WITH CAREFUL PLANNING AND IMPLEMENTATION THAT HE/SHE CAN ENSURE A SUCCESSFUL COMMUNITY EDUCATION PROGRAM. GOOD PR INCLUDES SEVEN STEPS: 1) DEFINE PROGRAM GOALS; 2) IDENTIFY TARGET COMMUNITY; 3) DECIDE WHICH MEDIA OR INFORMATION CHANNEL WILL BEST REACH THIS PUBLIC; 4) ESTABLISH PRIORITIES AND A BUDGET BASED ON THEM; 5) SET UP A TIMETABLE OF EVENTS; 6) TRAIN STAFF IN PR; AND 7) EVALUATE PR PROGRAM. THIS BOOKLET FOCUSES ON SELECTING THE INFORMATION CHANNEL(S) TO USE AND FOURTEEN WAYS OF REACHING THE TARGET COMMUNITY ARE EVALUATED.

NU A 23
AU WINECOFF, LARRY; POWELL, CONFAD.
TI ORGANIZING A VOLUNTEER PROGRAM.
SE COMMUNITY EDUCATION HOW TO SERIES.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 76.
NT 22P.
DE *VOLUNTEER TRAINING, RECRUITMENT, *PERSONNEL MANAGEMENT, *ADMINISTRATOR GUIDES
AB FOR POLITICAL AND ECONOMIC REASONS, IT IS EXPEDIENT FOR SCHOOLS TO INVOLVE THEIR COMMUNITY IN REGULAR INSTRUCTIONAL AND EXTENDED DAY PROGRAMS BY INSTITUTING A VOLUNTEER PROGRAM. THIS PAMPHLET DESCRIBES THE COMPONENTS THAT MAKE A SCHOOL'S VOLUNTEER PROGRAM SUCCESSFUL. IT DISCUSSES PROGRAM DEVELOPMENT AND DESIGN, TEACHER INPUT, AND TRAINING. RECRUITING, TRAINING, AND MANAGING VOLUNTEERS IS OF MAJOR IMPORTANCE IN A SUCCESSFUL PROGRAM, AND THE AUTHORS BRIEFLY OUTLINE A VOLUNTEER TRAINING PROGRAM, MANAGEMENT SYSTEM, AND RECRUITING PROCEDURES.

NU A 24
AU DRAVES, BILL.
TI TEACHING FREE: AN INTRODUCTION TO ADULT LEARNING FOR PART TIME, INDEPENDENT, AND VOLUNTEER TEACHERS.
PB THE FREE UNIVERSITY NETWORK,
MANHATTAN, KS.
YR 80.
NT 16P.; FOR EARLIER EDITION, SEE ED 175 297.
DE *ADULT EDUCATION, *ADULT EDUCATORS, *NONTRADITIONAL EDUCATION, *VOLUNTEERS, GUIDES, NONTRADITIONAL STUDENTS
AB IT IS SUGGESTED THAT VOLUNTEER TEACHING IN AN INFORMAL, NONDEGREE SETTING WITH ADULTS, SUCH AS THAT IN A FREE UNIVERSITY, IS A REWARDING AND SATISFYING EXPERIENCE. TO HELP VOLUNTEER TEACHERS, THE FOLLOWING AREAS ARE DISCUSSED: WHAT ARE YOU GETTING INTO; HOW ADULTS LEARN; WHY ARE YOU TEACHING; SELECTING A TOPIC; WRITING THE COURSE DESCRIPTION; WHEN, WHERE, HOW LONG; PUBLICITY; PREPARING FOR A CLASS; STUDENTS AS PARTICIPANTS; DROPOUT RATE; MODES OF TEACHING; FACILITATION; LEADING GROUP DISCUSSIONS; EVALUATION; AND SUMMARY.

NU A 25
AU SCHINDLER-RAINMAN, EVA; LIPPITT, RONALD.
CA NATIONAL TRAINING LABORATORY. INSTITUTE FOR BEHAVIORAL SCIENCES (WASHINGTON, D.C.).
TI VOLUNTEER COMMUNITY, THE: CREATIVE USE OF HUMAN RESOURCES. 2ND ED.
PB NTL INSTITUTE PUBLICATIONS, WASHINGTON, D.C.
YR 77.
NT 176P.; FIRST EDITION AVAILABLE AS ED 053 038; DOCUMENT NOT AVAILABLE FROM EDRS.
DE *SOCIAL ACTION, *VOLUNTEERS, *ANNOTATED BIBLIOGRAPHIES, GUIDES, *VOLUNTEER TRAINING
AB THIS REPORT OF THE AUTHORS' STUDY AND REFLECTIONS ABOUT VOLUNTARISM IS INTENDED TO BE USEFUL AS A RESOURCE, STIMULUS, AND GUIDE FOR THOSE USING VOLUNTEERS; FOR ORGANIZERS OF "CAUSE MOVEMENTS"; AND FOR ANYONE INTERESTED IN VOLUNTARISM. CHAPTER 1 BEGINS WITH SOME ASSUMPTIONS ABOUT THE RELATIONSHIP BETWEEN DEMOCRACY, VOLUNTARISM, AND PERSONAL DEVELOPMENT. EIGHT SOCIAL TRENDS THOUGHT TO HAVE RELEVANCE FOR THE DEVELOPMENT OF VOLUNTARISM ARE SUMMARIZED IN THE SECOND CHAPTER; CHAPTER 3 ANALYZES THE VARIETY OF NEEDS AND OPPORTUNITIES FOR VOLUNTEERS, AND REVIEWS SOME NEW PATTERNS AND TRENDS IN THE OPPORTUNITIES FOR VOLUNTEERS. CHAPTER 4 EXPLORES THE BASIS OF MOTIVATION OF THOSE WHO VOLUNTEER, AND CHALLENGES PROFESSIONALS TO EXTEND THEIR USE OF AND TRUST IN VOLUNTEERS. CHAPTER 5 SUMMARIZES AND ANALYZES THE PROBLEMS AND PRACTICES OF RECRUITMENT AND ORIENTATION OF VOLUNTEERS. GOALS, METHODS, AND DESIGNS FOR TRAINING VOLUNTEERS ARE EXPLORED IN CHAPTER 6, AND THE NEED FOR TRAINING OF TRAINERS IS DISCUSSED IN CHAPTER 7. ADMINISTRATIVE FUNCTIONS ARE DESCRIBED IN CHAPTER 8. CHAPTER 9 GIVES AN EXAMPLE OF A COLLABORATIVE COMMUNITY EFFORT. A "CASE STUDY OF THE FUTURE" IS PRESENTED IN CHAPTER 10.

NU A 26
CA RECRUITMENT LEADERSHIP AND TRAINING INSTITUTE (PHILADELPHIA, PA).
TI VOLUNTEERS IN EDUCATION: A HANDBOOK FOR COORDINATORS OF VOLUNTEER PROGRAMS.
PB RECRUITMENT LEADERSHIP AND TRAINING INSTITUTE, PHILADELPHIA, PA.
YR 75.
NT ED 117 341; 134P.
DE *GUIDES, *PROGRAM DEVELOPMENT, *VOLUNTEERS, PARAPROFESSIONAL SCHOOL PERSONNEL, *VOLUNTEER TRAINING
AB THE COORDINATOR'S HANDBOOK PROVIDES A BASIC OUTLINE FOR ESTABLISHING OR IMPROVING VOLUNTEER PROGRAMS; IT IS PRIMARILY DIRECTED TOWARD ASSISTING FLEDGLING PROGRAMS. THE HANDBOOK DEFINES A SCHOOL VOLUNTEER PROGRAM AS AN ORGANIZATION OF PERSONS WHO WORK IN SCHOOLS UNDER THE PROFESSIONAL PERSONNEL'S DIRECTION, STRENGTHENING THE SCHOOL PROGRAM OR OFFERING SPECIAL SKILLS TO ENRICH STUDENTS' EDUCATIONAL EXPERIENCE OR, OUTSIDE THE SCHOOL, PROVIDING HOMEWORK ASSISTANCE OR OTHER SPECIAL EDUCATIONAL AID AS NEEDED. SELECTED REFERENCES ARE OFFERED FOR THE READER'S INFORMATION. THE HANDBOOK INCORPORATES MATERIALS FROM EIGHT ORGANIZATIONS OR VOLUNTEER PROGRAMS, AND IS A REVISED AND UPDATED VERSION OF WASHINGTON TECHNICAL INSTITUTE'S POPULAR "ABC'S: A HANDBOOK FOR EDUCATIONAL VOLUNTEERS."

NU A 27
AU WILSON, MARLENE.
TI EFFECTIVE MANAGEMENT OF VOLUNTEER PROGRAMS, THE.
PB VOLUNTEER MANAGEMENT ASSOCIATES,
BOULDER, CO.
YR 76.
NT 197P.
DE *PERSONNEL MANAGEMENT, *RECRUITMENT, *VOLUNTEERS, *VOLUNTEER TRAINING, ADMINISTRATOR ROLE
AB THE AUTHOR GIVES A PRACTICAL APPRAISAL OF VOLUNTEER MANAGEMENT EMPHASIZING THE HUMAN CONCERNS IN EFFECTIVE VOLUNTEER PARTICIPATION. ACCEPTING AND UNDERSTANDING MANAGEMENT RESPONSIBILITY AND KNOWING WHAT MOTIVATES PEOPLE ARE ESSENTIAL TO SUCCESSFUL VOLUNTEER PLACEMENT AND RETENTION. GETTING THE RIGHT PERSON INTO THE RIGHT JOB TAKES MANY STAGES WHICH THE AUTHOR DISCUSSES--DESIGNING JOBS THAT INTEREST VOLUNTEERS, RECRUITING TECHNIQUES, INTERVIEWING, AND PLACEMENT. IT IS ALSO IMPORTANT TO DESIGN ADEQUATE TRAINING PROGRAMS FOR VOLUNTEERS, DIRECTORS, AND THE STAFF WHO WORK WITH VOLUNTEERS. THE ORGANIZATIONAL CLIMATE MUST BE ASSESSED TO MAKE PLANNING DECISIONS AND SET GOALS. ALSO NOTED IS THE NEED FOR THE KIND OF COMMUNICATION THAT CREATES MEANING AND NOT MERELY SENDS A MESSAGE. THE FINAL CHAPTER DISCUSSES COOPERATION BETWEEN CLIENT, STAFF, VOLUNTEER, AND BOARD OF DIRECTORS.

NU A 28
AU O'CONNELL, BRIAN.
TI EFFECTIVE LEADERSHIP IN VOLUNTARY ORGANIZATIONS: HOW TO MAKE THE GREATEST USE OF CITIZEN SERVICE AND INFLUENCE.
PB ASSOCIATION PRESS,
NEW YORK, NY.
YR 76.
NT 202P.
DE *VOLUNTARY AGENCIES, *VOLUNTEERS, *PERSONNEL MANAGEMENT, *ADMINISTRATOR ROLE
AB FOR ANYONE CONNECTED WITH COMMUNITY GROUPS OR ONGOING VOLUNTEER AGENCIES WITH PROFESSIONAL STAFF, THIS BOOK EXPLAINS HOW VOLUNTEER ORGANIZATIONS CAN BE MANAGED EFFECTIVELY ON BEHALF OF THEIR CONSTITUENTS. DISCUSSED IN PRACTICAL LANGUAGE ARE PERSONNEL (TRAINING, RETAINING, RESPONSIBILITIES, RECRUITMENT, DISSENT), FINANCIAL (FUNDRAISING, GIFTS, BUDGETING, ACOUNTABILITY, INVESTMENTS), PUBLIC RELATIONS (CONTROVERSY, INTERNAL AND EXTERNAL COMMUNICATION), AND ADMINISTRATIVE CONSIDERATIONS (PLANNING, ROLE OF PRESIDENT, GOVERNING BOARDS, NATIONAL OFFICES, EVALUATION). AN ADDITIONAL CHAPTER CONCENTRATES ON COORDINATION WITH MINORITY GROUPS EITHER AS VOLUNTEERS OR AS RECIPIENTS OF VOLUNTEER AGENCY SERVICES.

NU A 29
AU LEIBERT, EDWIN R.; SHELDON, BERNICE E.
TI HANDBOOK OF SPECIAL EVENTS FOR NONPROFIT ORGANIZATIONS: TESTED IDEAS FOR FUND RAISING AND PUBLIC RELATIONS.
PB ASSOCIATION PRESS,
NEW YORK, NY.
YR 72.
NT 224P.
DE *FUND RAISING, *PUBLICITY, *PUBLIC RELATIONS
AB COMMUNITY ORGANIZERS, ADMINISTRATORS OF NONPROFIT AND SERVICE ORGANIZATIONS, AND VOLUNTEER GROUPS NEEDING TO RAISE FUNDS WILL FIND THIS BOOK AN EXCELLENT PLANNING TOOL AND A SOURCE OF INTERESTING MONEY-MAKING IDEAS. REPORTS ON SPECIAL EVENTS SPONSORED BY NATIONAL AND LOCAL ORGANIZATIONS AND SAMPLES OF PROMOTIONAL LITERATURE ARE INCLUDED. THIS BOOK TELLS HOW TO PUT ON CHARITY BALLS, FAIRS, THEATRE BENEFITS, TOURS, ANNUAL EVENTS, AND MANY MORE FOR AMATEUR AND EXPERIENCED FUND RAISERS.

NU A 30
AU WALKER, JOHN E.; PEREZ, RICHARD L.
TI PUBLIC RELATIONS: A TEAM EFFORT. A COMMUNITY SCHOOL'S COMMUNICATION APPROACH.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 76.
NT 23P.
DE *PUBLIC RELATIONS, PUBLICITY, *COMMUNICATIONS, *SCHOOL COMMUNITY RELATIONSHIP, *COMMUNITY RELATIONS
AB THIS BOOKLET SUCCINCTLY DESCRIBES GOOD, COMMON-SENSE PRACTICES FOR RESPONSIBLE PUBLIC RELATIONS ON BOTH THE WRITTEN AND INTERPERSONAL LEVEL. THE TEAM EFFORT DESCRIBED HERE IS BASED ON COOPERATION BETWEEN PRINCIPALS AND COMMUNITY SCHOOL DIRECTORS AND ASSUMES A SHARED RESPONSIBILITY EXISTS FOR COORDINATING AND PUBLICIZING PROGRAM INFORMATION AND ENCOURAGING COMMUNITY PARTICIPATION. SOME OF THE TOPICS COVERED ARE: NEWS RELEASES; RADIO AND TV; WORKING WITH YOUR LEGISLATOR; AND COMMUNITY RELATIONS.

NU A 31
AU FARLOW, HELEN.
TI PUBLICIZING AND PROMOTING PROGRAMS.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 79.
NT 277P.; BIBLIOGRAPHY P.259-262.
DE *PUBLICITY, MASS MEDIA, *CONTINUING EDUCATION, COMMUNITY EDUCATION, COMMUNICATIONS
AB THIS BOOK HAS INFORMATION FOR THE PROFESSIONAL AND THE VOLUNTEER INVOLVED IN PUBLICIZING CONTINUING EDUCATION ACTIVITIES WITHIN BUSINESS, EDUCATION, OR OTHER INSTITUTIONAL SETTINGS. HERE IS A SEQUENTIAL PLAN FOR IMPLEMENTING PROMOTION ACTIVITIES THAT FOLLOWS THROUGH THE EVENT OR PROGRAM, TO THE EVALUATION OF THE PROMOTION EFFECTIVENESS. MANY SAMPLE TIMEFRAMES, ASSIGNMENT SHEETS, CHECKLISTS, INVENTORIES, AND PROMOTIONAL WRITINGS ARE INCLUDED. A BIBLIOGRAPHY AND GLOSSARY ARE PROVIDED.

NU A 32
AU UNRUH, ADOLPH; WILLIER, ROBERT A.
TI PUBLIC RELATIONS FOR SCHOOLS.
PB FEARON PUBLISHERS,
BELMONT, CA.
YR 74.
NT 169P.; BIBLIOGRAPHY P.163-166.
DE *PUBLIC RELATIONS, *SCHOOL COMMUNITY RELATIONSHIP, COMMUNITY INVOLVEMENT
AB THIS BOOK WILL BE USEFUL FOR BOARD MEMBERS, SCHOOL SUPERINTENDENTS, AND COMMUNITY LEADERS. DISCUSSIONS INCLUDE COMPLETING AN AUDIT TO DETERMINE: WHAT THE SCHOOL SYSTEM DOES; WHAT SERVICES IT PROVIDES TO THE COMMUNITY; HOW IT AFFECTS THE COMMUNITY; INTERRELATIONSHIPS OF TEACHERS, ADMINISTRATORS, AND BOARD MEMBERS WITH THE COMMUNITY; HOW THE SCHOOL SUBSYSTEM WORKS WITHIN THE LARGER SOCIAL SYSTEM; HUMAN AND PUBLIC RELATIONS; AND THE VALUE OF PROFESSIONAL COUNSEL. PUBLIC OPINION AND ANTICIPATING PUBLIC RELATIONS POLICY FOR IMPENDING OR CHRONIC SCHOOL PROBLEMS (I.E., SCHOOL DISTRICT REORGANIZATION, SCHOOL FINANCE, ACCOUNTABILITY) ARE ALSO EXPLORED. CONTAINS A BIBLIOGRAPHY.

NU A 33
AU CUTLIP, SCOTT M.; CENTER, ALLEN H.
TI EFFECTIVE PUBLIC RELATIONS. 5TH ED.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 78.
NT 612P.; REFERENCES THROUGHOUT.
DE *PUBLIC RELATIONS, PUBLIC OPINION, *COMMUNICATIONS, PUBLICITY
AB A PUBLIC RELATIONS TEXT COVERING THE CONCEPTS OF PERSUASION, PROFESSIONALISM, AND TECHNICAL SKILLS USED TO PROMOTE POSITIVE PUBLIC OPINION. THE PR PROCESS IS DIVIDED INTO FOUR PHASES: 1) FACT-FINDING AND FEEDBACK; 2) PLANNING AND PROGRAMMING; 3) ACTION AND COMMUNICATION; AND 4) EVALUATION. EMPLOYEE, COMMUNITY, AND SPECIAL PUBLICS ARE DISCUSSED WITH RESPECT TO ISOLATING OPINION LEADERS AND DEVISING APPROPRIATE CHANNELS AND MEDIA FOR REACHING THE AUDIENCE. COMMUNICATION TOOLS (PRINTED MATERIALS, ORAL PRESENTATIONS, DISPLAYS, TV, FILMS) ARE MENTIONED. A NEW LAW SECTION EXPLAINS LOBBYING, ACCESS TO MEDIA AND GOVERNMENT INFORMATION, FINANCIAL REPORTING, AND COPYRIGHTING AS THEY AFFECT PR ACTIVITIES. SOME PRACTICAL CONSIDERATIONS AND UNIQUE NEEDS CONNECTED WITH INDIVIDUAL ORGANIZATIONAL TYPES (SUCH AS ASSOCIATIONS, VOLUNTARY AGENCIES, PUBLIC SCHOOLS, HIGHER EDUCATION INSTITUTIONS, AND GOVERNMENT) ARE HIGHLIGHTED AND ILLUSTRATED WITH CASE PROBLEMS.

NU A 34
AU MARSTON, JOHN E.
TI MODERN PUBLIC RELATIONS.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 79.
NT 496P.; APPENDICES P.465-489.
DE *PUBLIC RELATIONS, PUBLIC OPINION, *COMMUNICATIONS, PUBLICITY
AB THIS INTRODUCTION TO PUBLIC RELATIONS PRACTICES IS DIVIDED INTO TWO PARTS COVERING BACKGROUND AND PRACTICAL ASPECTS. PART ONE EXPLAINS THE NATURE OF PUBLIC RELATIONS AND INCLUDES CHAPTERS ON WHAT IT IS, WHY IT'S IMPORTANT, COMMUNICATION AND PUBLIC OPINION, REACHING SPECIAL PUBLICS, THE CORPORATE IMAGE, MEDIA AND METHODS OF DISSEMINATING PUBLIC RELATIONS INFORMATION. PART TWO DESCRIBES PR PRACTICES AT WORK THROUGH EXAMPLES AND CASE STUDIES, WORLDWIDE DEVELOPMENT, ETHICS, AND MORAL RESPONSIBILITY. APPENDICES INCLUDE ADDITIONAL EXAMPLES OF PUBLIC RELATIONS IN ACTION AND FOURTEEN PR PROBLEMS FOR DISCUSSION.

NU A 35
AU MAYER, FRANK.
TI PUBLIC RELATIONS FOR SCHOOL PERSONNEL.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 74.
NT 273P.
DE *COMMUNITY INVOLVEMENT, *PUBLIC RELATIONS, *SCHOOL COMMUNITY RELATIONSHIP, *COMMUNICATIONS
AB TODAY'S CITIZENS EXPECT TO BE INFORMED. THIS BOOK HAS BEEN WRITTEN TO SERVE AS A GUIDELINE FOR THOSE SCHOOL OFFICIALS WHO WANT TO DEVELOP A PLANNED PUBLIC RELATIONS PROGRAM. SUCH A PROGRAM REQUIRES THE EFFORTS OF ALL THOSE INVOLVED IN A SCHOOL OPERATION. THEREFORE, THE BOOK INCLUDES IDEAS AND SUGGESTIONS FOR STUDENTS, CENTRAL OFFICE STAFF MEMBERS, BOARD OF EDUCATION MEMBERS, AND COMMUNITY LEADERS. THE BOOK IS LIGHT ON THEORY BUT HEAVY ON THE EVERYDAY TECHNIQUES AND PRACTICES INVOLVED IN AN EFFECTIVE PUBLIC RELATIONS PROGRAM.

NU A 36
AU FLANAGAN, JOAN.
TI GRASS ROOTS FUNDRAISING BOOK, THE: HOW TO RAISE MONEY IN YOUR COMMUNITY.
PB SWALLOW PRESS,
CHICAGO, IL.
YR 77.
NT 219P.; APPENDICES.
DE *FUND RAISING, PUBLIC RELATIONS, *FINANCIAL SUPPORT
AB FUNDRAISING HAS BASICALLY TWO PURPOSES: TO MAKE MONEY AND BUILD THE ORGANIZATION THROUGH MEMBERSHIP, VISIBILITY, OR COMMUNITY SUPPORT. THE FUNDRAISING IDEAS PRESENTED IN THIS BOOK ARE OF USE TO LOCAL AND NATIONAL GROUPS WITH LITTLE SEED MONEY AND ENERGETIC MEMBERS. ALTHOUGH PRIMARILY CONCERNED WITH RAISING MONEY FROM INDIVIDUALS, THE AUTHOR POINTS OUT THAT SUCCESSFUL GRASSROOTS FUNDRAISING MAKES IT EASIER TO GET INSTITUTIONAL SUPPORT BECAUSE IT SHOWS DETERMINATION AND ORGANIZATIONAL EFFECTIVENESS. TOPICS DISCUSSED ARE ESTIMATING COSTS AND PROFIT, PUBLICITY, ACCOUNTING, AND NEARLY FIFTY MONEY-MAKING IDEAS FOR THE BEGINNER, INTERMEDIATE, AND BIG TIME FUNDRAISER.

NU A 37
CA ECKMAN CENTER (WOODLAND HILLS, CA).
TI GRANTSMANSHIP WORKPLAN, THE.
PB ECKMAN CENTER,
WOODLAND HILLS, CA.
YR 74.
NT 103P.; BIBLIOGRAPHY.
DE *GRANTSMANSHIP, TECHNICAL WRITING, *GUIDES, *PROPOSAL WRITING, FINANCIAL SUPPORT
AB FOR GENERAL USE BY GROUPS SEEKING OUTSIDE FUNDS, THIS MANUAL EXPLAINS THE PROCEDURE FOR GETTING FUNDS COMMITTED TO A PROGRAM. NINE STEPS IN THE GRANT PROCESS ARE DISCUSSED: 1) COLLECTING INFORMATION ON FUNDING SOURCES; 2) ANALYZING THE REQUEST FOR PROPOSAL (RFP); 3) DEVELOPING AND JUSTIFYING THE PROJECT; 4) PROMOTING THE PROJECT TO POTENTIAL SPONSORS; 5) WRITING THE PROPOSAL; 6) SUBMITTING THE PROPOSAL FOR REVIEW; 7) NEGOTIATING A CONTRACT; 8) REASSESSING NEEDS AND OPPORTUNITIES; AND 9) MODIFYING THE PROJECT SCOPE. INCLUDES SAMPLE CHECKLISTS, FORMS, SCHEDULES, AND A BIBLIOGRAPHY.

NU A 38
AU BAILLIE, SUSAN.
TI GRASSROOTS GRANTSMANSHIP: PROPOSAL DEVELOPMENT HINTS FOR COMMUNITY GROUPS.
SE SYRACUSE UNIVERSITY PAPERS IN COMMUNITY EDUCATION. MONOGRAPH, NO. 1.
PB NEW YORK CENTER FOR COMMUNITY EDUCATION,
SYRACUSE UNIVERSITY,
SYRACUSE, NY.
YR JUN77.
NT 35P.; APPENDICES; BIBLIOGRAPHY.
DE *GRANTSMANSHIP, *PROPOSAL WRITING, FUND RAISING, FINANCIAL SUPPORT
AB THE MAIN BODY OF THIS BOOK DETAILS A SUGGESTED PROPOSAL FORMAT. SOURCES OF INFORMATION ABOUT FUNDING AND TYPES OF FUNDING AVAILABLE ARE INCLUDED. BASIC "WHAT TO KNOW" INFORMATION AND STEPS IN PROPOSAL DEVELOPMENT PROVIDE GOOD INTRODUCTORY MATERIAL FOR THE INEXPERIENCED FUNDRAISER. PROPOSAL SHORTCOMINGS ARE POINTED OUT. AN APPENDIX INCLUDES LISTS OF FEDERAL INFORMATION CENTERS, REGIONAL COUNCILS, AND EXECUTIVE BOARDS, AS WELL AS A BIBLIOGRAPHY.

NU A 39
AU DECKER, VIRGINIA A.; DECKER, LARRY E.
TI FUNDING PROCESS, THE: GRANTSMANSHIP AND PROPOSAL DEVELOPMENT.
PB COMMUNITY COLLABORATORS,
CHARLOTTESVILLE, VA.
YR 78.
NT 120P.; APPENDICES AND BIBLIOGRAPHY P.99-101.
DE *GRANTSMANSHIP, TECHNICAL WRITING, *PROPOSAL WRITING, FINANCIAL SUPPORT
AB GRANTSMANSHIP IS AN ORGANIZED WAY OF SEEKING FUNDS FROM AN EXTERNAL SOURCE TO SUPPORT AN OGANIZATION AND/OR ITS PROGRAMS. GRANTSMANSHIP IS A SEQUENTIAL PROGRESSION, THAT IS, DEVELOPING AN IDEA, ISOLATING FUNDING SOURCES, RESEARCHING THEM, AND MAKING THE INITIAL CONTACTS; WRITING A PROPOSAL, SUBMITTING IT, FOLLOW-UP, AND ADMINISTERING THE GRANT. THIS BOOK ALSO DISCUSSES GOVERNMENTAL SOURCES OF FUNDS (CONTRACTS AND GRANTS), BUDGET COSTS, AND INCLUDES A BIBLIOGRAPHY. THREE APPENDICES LIST ALL THE STATE OFFICES OF THE FOUNDATION CENTER, FEDERAL INFORMATION CENTERS, AND BOOKS AND PERIODICALS THAT CONTAIN FUNDING SOURCES.

NU A 40
AU BRODSKY, JEAN, ED.
TI PROPOSAL WRITER'S SWIPE FILE II, THE: 14 PROFESSIONALLY WRITTEN GRANT PROPOSALS...PROTOTYPES OF APPROACHES, STYLES AND STRUCTURES.
SE NONPROFIT-ABILITY SERIES.
PB TAFT PRODUCTS,
WASHINGTON, D.C.
YR 76.
NT 136P.
DE TECHNICAL WRITING, *GRANTSMANSHIP, *PROPOSAL WRITING
AB THE ART OF PROPOSAL WRITING IS EXEMPLIFIED BY THESE FOURTEEN PROFESSIONALLY PRODUCED PROPOSALS WRITTEN AND SUBMITTED FOR FUNDING. THE SAMPLES ARE FROM A VARIETY OF INSTITUTIONAL TYPES SUCH AS A PRIVATE COLLEGE, A BALLET COMPANY, ENVIRONMENTAL STUDY INSTITUTE, AN INTERNATIONAL ORGANIZATION OF SCHOOLS, AN INSTITUTE FOR THE STUDY OF SOCIAL PROBLEMS, AND A LEISURE ACTIVITIES ASSOCIATION. THE EXAMPLES ARE TYPICALLY CONCISE, TO THE POINT, AND INCLUDE BUDGET AND OTHER RELEVANT INFORMATION NEEDED BY THE POTENTIAL FUNDING SOURCE.

NU A 41
AU MONROE, JUD.
TI EFFECTIVE RESEARCH AND REPORT WRITING IN GOVERNMENT.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 80.
NT 289P.
DE *TECHNICAL WRITING, *RESEARCH REPORTS, *RESEARCH METHODOLOGY
AB MORE THAN SIMPLY EXPLAINING HOW TO WRITE AND RESEARCH A GOVERNMENT REPORT, THIS BOOK TEACHES BASIC RESEARCH THINKING PROCEDURES USEFUL IN POLICY WRITING, EMPLOYEE EVALUATION, PROGRAM ANALYSIS, WORKFLOW ANALYSIS, AND OFFICE ORGANIZATION ON NON-GOVERNMENTAL LEVELS AS WELL. THE AUTHOR SHOWS HOW TO SET UP A STUDY (ANALYZING THE SUBJECT, ASSIGNMENT, AUDIENCE, AND OUTLINING THE REPORT), THINK OUT THE RESEARCH (WHAT DATA WILL BE NEEDED, HOW TO GATHER AND INTERPRET IT), KEEP CONTROL WHILE IN PROGRESS, AND ANALYZE RESULTS (BOTH STATISTICAL AND NON-STATISTICAL FINDINGS). COMMON WRITING PROBLEMS, EDITING, AND REVIEWING THE REPORT ARE COVERED TO ENSURE THAT THE STUDY IS PRESENTED CLEARLY AND EFFECTIVELY. STAFF SELECTION AND INTERACTION DURING THE STUDY AND QUALITY CONTROL IN RESEARCH ARE HANDLED IN THE LAST SECTION OF THIS BOOK.

NU A 42
AU FLESCH, RUDOLF.
TI ART OF READABLE WRITING, THE.
PB MACMILLAN PUBLISHING CO.,
NEW YORK, NY.
YR 76.
NT 255P.
DE *WRITING SKILLS, *WRITING (COMPOSITION), *GUIDES
AB THIS ENTERTAINING AND PRACTICALLY WRITTEN GUIDE TELLS HOW TO WRITE MORE CLEARLY AND EFFECTIVELY BY IMPROVING BASIC WRITING SKILLS. INCLUDED IN THIS CLASSIC BOOK IS A READABILITY FORMULA FOR MEASURING READING EASE AND LEVEL OF INTEREST.

NU A 43
AU CREW, EDITH D.
TI COMMUNITY EDUCATION PROVEN PRACTICES: INTERAGENCY COOPERATION. THE FLORIDA PERSPECTIVE.
PB FLORIDA DEPARTMENT OF EDUCATION,
TALLAHASSEE, FL.
YR DEC80.
NT 40P.
DE *AGENCY COOPERATION, *COOPERATIVE PLANNING, CASE STUDIES, *INFORMATION NETWORKS, PROGRAM DESCRIPTIONS
AB THIS HANDBOOK DESCRIBES INTERAGENCY COOPERATIVE EFFORTS BETWEEN STATE AGENCIES AND THE COMMUNITY EDUCATION SUBSECTION OF THE FLORIDA DEPARTMENT OF EDUCATION. A TECHNICAL ASSISTANCE COMMITTEE (TAC) WAS FORMED TO SUPPLY TECHNICAL ASSISTANCE REGARDING STATE AGENCY PROGRAMS AND SERVICES TO THE COMMUNITY EDUCATION DEPARTMENT AND THE STATE ADVISORY COUNCIL. TAC WAS COMPOSED PRIMARILY OF STATE AGENCY PROGRAM OPERATORS (NOT ADMINISTRATORS) AND THE ADVISORY COUNCIL INCLUDED REPRESENTATIVES FROM AGENCIES, ORGANIZATIONS, AND CITIZEN GROUPS. THROUGH REGULAR MEETINGS, MEMBERS OF TAC, THE COMMUNITY EDUCATION SUBSECTION, AND THE STATE ADVISORY COUNCIL SHARED INFORMATION ON THEIR SERVICES. THIS DETAILED DESCRIPTION OF FLORIDA'S STATEWIDE COOPERATIVE EFFORT SERVES AS A MODEL FOR OTHER STATES LAUNCHING COOPERATIVE INTERCHANGES.

NU A 44
AU RINGERS, JOSEPH, JR.
TI COMMUNITY/SCHOOLS AND INTERAGENCY PROGRAMS: A GUIDE.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 76.
NT 170P.
DE *AGENCY COOPERATION, *SCHOOL COMMUNITY RELATIONSHIP, *COOPERATIVE PROGRAMS, *COOPERATIVE PLANNING
AB THIS BOOK DESCRIBES THE PROCESS BY WHICH DIFFERENT AGENCIES WITH COMMON OBJECTIVES CAN BE EFFECTIVELY BROUGHT TOGETHER TO SHARE RESOURCES IN A COOPERATIVE EFFORT. EMPHASIS OF THE DISCUSSION IS ON COOPERATIVE PROCESSES RATHER THAN ON CASE STUDIES OF PARTICULAR COOPERATIVE PROGRAMS, ALTHOUGH THE AUTHOR DOES DESCRIBE NUMEROUS EXAMPLES OF INTERAGENCY COOPERATION IN THE COURSE OF HIS DISCUSSION. SEPARATE CHAPTERS FOCUS IN TURN ON THE NEED FOR INTERAGENCY PARTNERSHIPS, FORMATION OF PARTNERSHIPS, INITIATION OF INTERAGENCY RELATIONSHIPS, COMMUNITY INVOLVEMENT, ESTABLISHMENT OF A COMMUNITY/SCHOOL, NEEDS ASSESSMENT, INTERAGENCY SERVICES, LEGAL CONSIDERATIONS, FINANCIAL ARRANGEMENTS, MANAGEMENT MODELS, PLANT PLANNING, FACILITY IMPLICATIONS, STAFFING IMPLICATIONS, AND CONSTRUCTION PERIOD ACTIVITIES.

NU A 45
AU BUTLER, ROY L.
CA OHIO STATE UNIVERSITY. ERIC CLEARINGHOUSE ON CAREER EDUCATION.
TI INDUSTRY/EDUCATION COOPERATION FOR ADULT CONTINUING EDUCATION. INFORMATION SERIES, NO. 111.
PB NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION PUBLICATIONS, OHIO STATE UNIVERSITY, COLUMBUS, OH.
YR 77.
NT ED 149 181; 29P.
DE *ADULT EDUCATION, *SCHOOL BUSINESS RELATIONSHIP, CHANGE STRATEGIES, *STATE OF THE ART REVIEWS, VOCATIONAL EDUCATION
AB FOCUS OF THIS INFORMATION ANALYSIS PAPER IS ON: 1) BRIEF REVIEW OF THE DEFINITION OF ADULT CONTINUING EDUCATION; 2) SOME CRITICAL PROBLEMS THAT SET FORTH IMPERATIVES FOR GREATER INDUSTRY/EDUCATION COOPERATION; 3) BARRIERS AND FACILITATORS RELATING TO INDUSTRY/EDUCATION COOPERATION; 4) JOINT VENTURES AND NEW DEVELOPMENTS IN THE INDUSTRY/EDUCATION COOPERATION ARENA; AND 5) SUGGESTED TECHNIQUES AND IMPLICATIONS FOR FUTURE INDUSTRY/EDUCATION RESEARCH AND DEVELOPMENT ACTIVITIES. SPECIFIC TOPICS DISCUSSED INCLUDE ECONOMIC, SOCIAL, AND TECHNOLOGICAL CONDITIONS THAT IMPACT ON ADULT EDUCATION NEEDS (POPULATION AGE SHIFTS, UNEMPLOYMENT, UNDEREMLOYMENT, WORKING WOMEN, ENERGY). A SAMPLE OF INDUSTRY/EDUCATION ACTIVITIES STUDIES, REPORTS, BOOKS, AND NEWSLETTERS WHICH GIVE VISIBILITY TO INDUSTRY/EDUCATION COOPERATIVE EFFORTS IS PRESENTED, MANY OF WHICH ARE AIMED AT REDUCING THE CRITICALNESS OF THE ECONOMIC, SOCIAL, AND TECHNOLOGICAL PROBLEMS DISCUSSED, AND AT ASSESSING AND/OR IMPROVING COOPERATIVE LINKAGES BETWEEN INDUSTRY AND EDUCATION. CONCLUSIONS AND RECOMMENDATIONS CALL FOR REORIENTING ADULT CONTINUING EDUCATION PROGRAMS AND MORE INTENSIVE COOPERATION AMONG BUSINESS, INDUSTRY, LABOR, AND EDUCATION TO PROVIDE RELEVANT CONTINUING EDUCATION PROGRAMS FOR ADULTS.

NU A 46
AU SHOOP, ROBERT J.
TI DEVELOPING INTERAGENCY COOPERATION.
SE COMMUNITY EDUCATION HOW TO SERIES.
PB PENDELL PUBLISHING CO., MIDLAND, MI.
YR 76.
NT 25P.
DE *AGENCY COOPERATION, *SCHOOL COMMUNITY PROGRAMS, *COOPERATIVE PLANNING
AB COMMUNITY EDUCATORS CAN PLAY A CRUCIAL ROLE IN DEVELOPING COOPERATION BETWEEN SCHOOL, GOVERNMENT, AND COMMUNITY GROUPS. THE AUTHOR MAKES SUGGESTIONS FOR INCREASING INTERACTION, COOPERATION, AND MUTUALLY BENEFICIAL ARRANGEMENTS. A SUGGESTED MODEL FOR AGENCY COOPERATION IS INCLUDED.

NU A 47
AU RINGERS, JOSEPH, JR.
TI CREATING INTERAGENCY PROJECTS: SCHOOL AND COMMUNITY AGENCIES.
PB COMMUNITY COLLABORATORS,
CHARLOTTESVILLE, VA.
YR 77.
NT 56P.
DE *SCHOOL COMMUNITY PROGRAMS, *AGENCY COOPERATION, *COOPERATIVE PLANNING, *PROGRAM DEVELOPMENT
AB THIS BOOK OUTLINES THE RATIONALE FOR INTERAGENCY COOPERATION AND THE FACTORS INFLUENCING HOW, WHEN, WITH WHOM, AND WHAT TYPE OF COOPERATIVE EFFORTS ARE FEASIBLE. LEADERSHIP SKILLS ARE NECESSARY TO INTEREST OTHER AGENCIES IN PROJECTS AND CARRY ON PRODUCTIVE NEGOTIATIONS. STRATEGIES AND TECHNIQUES FOR ENLISTING LEGISLATIVE SUPPORT AND LEADING EFFECTIVE GROUP TRAINING SESSIONS ARE DISCUSSED. IT IS ESSENTIAL TO KNOW HOW BUREAUCRACIES WORK, HOW TO INFLUENCE THEM AND WHAT THEY PERCEIVE THEIR JURISDICTION TO BE. TIPS ARE GIVEN FOR CREATING NEW INTERAGENGY COOPERATIVE EFFORTS, COORDINATING PROGRAMS, AND RESTRUCTURING EXISTING LINKAGES. THE ROLE OF CITIZEN GROUPS, MANAGING, AND FINANCING INTERAGENCY PROGRAMS ARE INCLUDED IN THE OPERATIONAL ASPECTS CHAPTER. A SUGGESTED READING LIST IS PROVIDED.

NU A 48
AU NANCE, EVERETTE E.
TI COMMUNITY COUNCIL, THE: ITS ORGANIZATION AND FUNCTION.
SE COMMUNITY EDUCATION HOW TO SERIES.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 75.
NT 30P.
DE *COMMUNITY ORGANIZATIONS, *ADVISORY COMMITTEES, *SCHOOL COMMUNITY RELATIONSHIP, PUBLIC OPINION
AB DIRECTED AT PUBLIC ADMINISTRATORS AND EDUCATORS, THIS BOOKLET DESCRIBES THE COMMUNITY SCHOOL COUNCIL AND ITS FUNCTION AS A COMMUNITY VOICE. IT IS ESSENTIAL THAT POLICY MAKERS UNDERSTAND THEIR COMMUNITIES AND THE COMMUNITY COUNCIL IS THE MOST AUTHORITATIVE BODY FOR PUBLIC OPINIONS IN COMMUNITY MATTERS. THE ROLE, PURPOSE, FUNCTION, AND ORGANIZATION OF TYPICAL ADVISORY COUNCILS AND COMMITTEES IS DISCUSSED. REFERENCES, AND A LIST OF CENTERS FOR COMMUNITY EDUCATION ARE PROVIDED.

NU A 49
AU WACHTEL, BETSY; POWERS, BRIAN.
TI RISING ABOVE DECLINE.
PB INSTITUTE FOR RESPONSIVE EDUCATION,
BOSTON, MA.
YR 79.
NT ED 180 082; 200P.; REPORT ON COMMUNITY RESPONSES TO DECLINING ENROLLMENT; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *DECLINING ENROLLMENT, *CASE STUDIES, *SCHOOL CLOSING, *SCHOOL COMMUNITY RELATIONSHIP
AB THIS VOLUME ATTEMPTS TO DOCUMENT WAYS IN WHICH SEVERAL COMMUNITIES HAVE DEALT WITH THE PROBLEMS OF DECLINING SCHOOL ENROLLMENTS. EACH CASE STUDY OUTLINES SOME TYPE OF PUBLIC PARTICIPATION IN THE TASK OF ADJUSTING TO POPULATION CHANGES AND FISCAL PRESSURES. THE FIRST CHAPTER SUPPLIES AN INTRODUCTORY OVERVIEW OF ISSUES RELATED TO DECLINING ENROLLMENT AND SCHOOL CLOSURES. THE SECOND CHAPTER DESCRIBES CONSOLIDATION OF RURAL SCHOOL DISTRICTS AND EXPLAINS THE CONCERNS OF THE CITIZENS WHO RESIST IT. CHAPTER 3 CHRONICLES THE CRISES ARISING FROM TWENTY YEARS OF SHRINKING ENROLLMENT IN SALT LAKE CITY. CHAPTER 4 RECORDS THE RESISTANCE OF SKOKIE, ILLINOIS RESIDENTS TO THE CLOSING OF A SCHOOL. THREE DIFFERENT STORIES OF SCHOOL CLOSURE IN CALIFORNIA'S BAY AREA (IN PALO ALTO, BERKELEY, AND SAN FRANCISCO) ARE TOLD IN CHAPTER 5. THE SIXTH CHAPTER CONCERNS DECLINING ENROLLMENT IN LEXINGTON, MASSACHUSETTS, AN "EDUCATIONAL BOOM TOWN." CHAPTER 7 IS ABOUT HOW POLITICS AND PARENT PARTICIPATION INTERTWINED WITH DESEGREGATION ISSUES IN BOSTON. THE FINAL CHAPTER OFFERS A PLAN OF ACTION URGING CITIZENS TO BECOME INVOLVED IN SOLVING THE PROBLEMS OF DECLINING ENROLLMENT AND SHRINKING RESOURCES.

NU A 50
AU BOWLES, SAMUEL; GINTIS, HERBERT.
TI SCHOOLING IN CAPITALIST AMERICA: EDUCATIONAL REFORM AND THE CONTRADICTIONS OF ECONOMIC LIFE.
PB BASIC BOOKS,
NEW YORK, NY.
YR 76.
NT 340P.
DE *SOCIAL ACTION, *DISADVANTAGED, *EQUAL EDUCATION
AB EDUCATION HAS BEEN MISUSED TO PERPETUATE A CLASS HIERARCHY THAT CONTRIBUTES TO ALREADY UNPRECEDENTED SOCIAL INEQUALITY, AND SEGREGATION OF PEOPLE INTO THE HAVE'S AND HAVE-NOTS. THIS RADICAL CRITIQUE OF THE U.S. EDUCATIONAL SYSTEM STATES THAT EDUCATIONAL EQUALITY DEPENDS ON EQUALITY IN THE WORKPLACE. EFFECTS OF CAPITALISM ON SCHOOLING AND ALTERNATIVE NEW REFORMS FOR PROBLEMS CAUSED BY CAPITALISM ARE ELABORATED ON.

NU A 51
AU BOSHEAR, WALTON C.; ALBRECHT, KARL G.
TI UNDERSTANDING PEOPLE: MODELS AND CONCEPTS.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 77.
NT 275P.
DE *INTERPERSONAL RELATIONSHIP, *MODELS, TEACHING MODELS, GROUP DYNAMICS
AB WRITTEN FOR MANAGERS, TRAINERS, FACILITATORS, AND COUNSELORS, THIS BOOK WILL HELP THESE PROFESSIONALS IMPROVE THEIR HUMAN RELATIONS SKILLS AND INCREASE ORGANIZATIONAL EFFECTIVENESS. THESE MODELS CAN BE USED AS TRAINING AND/OR LEARNING AIDS TO TRAIN OTHER PEOPLE OR TO EXPERIENCE PERSONAL GROWTH AND AWARENESS. EACH MODEL IS LOOSELY CLASSIFIED UNDER FIVE TOPIC HEADINGS: 1) INDIVIDUAL; 2) DYAD; 3) GROUP; 4) ORGANIZATION; AND 5) PROBLEM-SOLVING. A MIXED BAG OF TWENTY SUPPLEMENTAL CONCEPTS ARE BRIEFLY MENTIONED IN PART SIX.

NU A 52
AU QUICK, THOMAS L.
TI UNDERSTANDING PEOPLE AT WORK: A MANAGER'S GUIDE TO THE BEHAVIORAL SCIENCES.
PB EXECUTIVE ENTERPRISES PUBLICATIONS CO.,
NEW YORK, NY.
YR 76.
NT 155P.; BIBILIOGRAPHY P.151-152.
DE *EMPLOYER EMPLOYEE RELATIONSHIP, *PERSONNEL MANAGEMENT, *GROUP DYNAMICS, GUIDES
AB A CONCISE, READABLE OVERVIEW OF BEHAVIORAL SCIENCE RESEARCH CONTRIBUTING TO THE UNDERSTANDING OF WORKERS' BEHAVIOR, ORGANIZATION INTO INFORMAL GROUPS, AND RESPONSE TO THE WORK ENVIRONMENT. THE BACKGROUND MATERIAL PRESENTED HERE WILL HELP MANAGERS AND SUPERVISORS UNDERSTAND THEIR ROLE AS AUTHORITY FIGURES AND OFFER INSIGHTS INTO EARNING EMPLOYEE COOPERATION.

NU A 53
AU RUBIN, IRWIN M., ET AL.
TI TASK-ORIENTED TEAM DEVELOPMENT.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 73.
NT 184P.; ORIGINALLY PUBLISHED BY SITUATION MANAGEMENT SYSTEMS; LOOSELEAF.
DE *TEAMWORK, *GROUP DYNAMICS, *DECISION MAKING, *INTERPERSONAL RELATIONSHIP
AB COMPOSED OF EIGHT MODULES OF TASK-ORIENTED ACTIVITIES TO HELP MANAGERS, LEADERS, AND GROUP MEMBERS WORK MORE EFFECTIVELY AS A TEAM BY DEFINING TASKS AND COMPLETING THEM WITHOUT LETTING INTERPERSONAL ISSUES INTERFERE. THE PROGRAM TAKES EIGHT HALF DAYS TO COMPLETE AND ALTHOUGH A FACILITATOR IS HELPFUL, THESE ACTIVITIES WERE DESIGNED TO BE SELF-INSTRUCTIONAL AND USED DURING THE TEAMS' REGULAR WORKDAY. THE MODULES ADDRESS THE FOLLOWING ISSUES: THE TEAM'S CURRENT FUNCTIONING LEVEL AND WHERE IT SHOULD BE; DEFINING TEAM MISSION; CLARIFYING INDIVIDUAL ROLES WITHIN THE GROUP; NEGOTIATING SKILLS TO DEAL WITH ROLE CONFLICTS; HOW DECISIONS ARE AND SHOULD BE MADE; DEVELOPING LEADERSHIP AND MEMBERSHIP BEHAVIORS THAT INCREASE DECISION-MAKING EFFECTIVENESS; RECOGNIZING ENERGY DRAINING BEHAVIORS; AND DEFINING PERFORMANCE GOALS.

NU A 54
AU DUTTON, M. DONNIE; SEAMAN, DON F.
TI UNDERSTANDING GROUP DYNAMICS IN ADULT EDUCATION.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL,
ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 64P.; BIBLIOGRAPHY P.63-64.
DE *ADULT EDUCATION, *GROUP DYNAMICS, LEADERSHIP RESPONSIBILITY
AB INTERACTION BETWEEN STUDENTS, AND STUDENTS AND TEACHERS IS AN EFFECTIVE LEARNING SITUATION: BOTH TEACHER AND STUDENTS LEARN. GROUP DYNAMICS PLAYS A SPECIAL ROLE IN ADULT EDUCATION BECAUSE STUDENTS AND TEACHERS ARE FREQUENTLY PEERS. A DEFINITION OF WHAT MAKES A COLLECTION OF PEOPLE A GROUP BEGINS THE BOOKLET. GROUP TYPES, GROUP FUNCTIONS, BASIC PRINCIPLES OF GROUP DYNAMICS AND FORCES WHICH CAUSE INDIVIDUAL BEHAVIOR ARE DESCRIBED. LEADERSHIP STYLES, ACTIVITIES, AND DESIRABLE QUALITIES ARE NOTED. PROBLEMS FACED BY LEADERS ARE ISOLATED: THESE CAN BE PROBLEMS WITH INDIVIDUAL MEMBERS OR ON THE GROUP LEVEL (COHESIVENESS, SOLIDARITY, CONFLICT RESOLUTION, ETC.). TWENTY-NINE REFERENCES ARE PROVIDED.

NU A 55
AU BRADFORD, LELAND P., ED.
TI GROUP DEVELOPMENT. 2ND ED., REVISED AND ENLARGED.
PB UNIVERSITY ASSOCIATES,
SAN DIEGO, CA.
YR 78.
NT 234P.
DE *GROUP DYNAMICS, *INTERPERSONAL RELATIONSHIP, STATE OF THE ART REVIEWS
AB CONTAINS RESEARCH REPORTS, THEORETICAL ASSUMPTIONS ON GROUP DEVELOPMENT, AND SOME ARTICLES ON GROUP BEHAVIOR FOR PRACTITIONERS AND MANAGERS. PART 1, ENTITLED "THEORY AND PRACTICE," IS A COLLECTION OF TEN ARTICLES RANGING FROM DIAGNOSING GROUP PROBLEMS, TO APPLYING GROUP DEVELOPMENT MODELS, TO CLASS MANAGEMENT. PART 2 IS A GROUP OF FIVE ARTICLES ON RESEARCH IN GROUP COMMUNICATION, PERSONAL AND GROUP GOALS FOR THE INDIVIDUAL, GROUPS, AND PROBLEM-SOLVING. THIS BOOK IS FOR USE BY ANYONE WHO WORKS WITH GROUPS AND HAS ONLY GENERAL APPLICABILITY TO EDUCATION.

NU A 56
AU MORRIS, KENNETH T.; CINNAMON, KENNETH M.
TI HANDBOOK OF NON-VERBAL GROUP EXERCISES, A.
PB CMA PUBLISHING CO.,
KANSAS CITY, KS.
YR 75.
NT 299P.
DE *COMMUNICATION SKILLS, *GROUP DYNAMICS, *INTERPERSONAL RELATIONSHIP
AB FOR USE BY GROUP LEADERS, FACILITATORS, AND TRAINING WORKSHOP PLANNERS. THIS BOOK CONTAINS OVER 200 NON-VERBAL GROUP EXERCISES. ORGANIZATION IS BY GOALS THE EXERCISE MEETS (I.E., COPING, GETTING ACQUAINTED, FEEDBACK, ETC.) WITH CROSS-REFERENCES FOR EXERCISES APPLICABLE IN SEVERAL GOAL CATEGORIES. INFORMATION IS GIVEN ON GROUP APPLICATION--GROUP SIZE, TYPE OF GROUP (ENCOUNTER, PROBLEM-SOLVING, CLASSROOM), MEMBER EXPERIENCE AND AGE, SEX RATIO--AND APPLICATION VARIABLES SUCH AS TIME AND MATERIALS REQUIRED. THESE EXERCISES ARE DESIGNED FOR PERSONAL GROWTH GROUPS, SENSITIVITY TRAINING, AND ENCOUNTER GROUPS.

NU A 57
AU PFEIFFER, J. WILLIAM, ED.; JONES, JOHN E., ED.
TI 1978 ANNUAL HANDBOOK FOR GROUP FACILITATORS, THE. THE SEVENTH ANNUAL.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 78.
NT 295P.; LOOSELEAF.
DE *COUNSELOR TRAINING, ADULT COUNSELING, *GROUP DYNAMICS, *PROFESSIONAL DEVELOPMENT
AB THIS ANNUAL HANDBOOK HELPS GROUP FACILITATORS IN EDUCATIONAL, GOVERNMENTAL, BUSINESS, AND NONPROFIT ORGANIZATIONS TEACH OTHERS ABOUT HUMAN BEHAVIOR BY PROVIDING PRACTICAL INFORMATION ON HUMAN RELATIONS TRAINING IN FIVE DIFFERENT FORMATS. THE STRUCTURED EXPERIENCES SECTION INCLUDES A DOZEN DESIGNS ARRANGED IN APPROXIMATE ORDER OF DIFFICULTY. FOUR STRUCTURED LEARNING TOOLS - OPINIONNAIRE, QUESTIONNAIRE, TWO INVENTORIES - ARE PRESENTED IN THE INSTRUMENTATION SECTION. LECTURETTES ARE CONCISE DISCUSSIONS OF SPECIFIC THEORETICAL ISSUES AND THIS YEAR SEVEN LECTURETTES ARE INCLUDED. THE THEORY AND PRACTICE SECTION CONSISTS OF PAPERS TO GIVE THE PRACTICING FACILITATOR THEORETICAL AND MORE COMPLEX INFORMATION ON SPECIFIC TOPICS. DEVELOPMENT MATERIALS, RESEARCH, PROFESSIONAL ASSOCIATIONS, ETC. ARE COVERED IN THE RESOURCES SECTION.

NU A 58
AU JONES, JOHN E., ED.; PFEIFFER, J. WILLIAM, ED.
TI 1979 ANNUAL HANDBOOK FOR GROUP FACILITATORS, THE. THE EIGHTH ANNUAL.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 79.
NT 295P.
DE *PROFESSIONAL DEVELOPMENT, *COUNSELOR TRAINING, *GROUP DYNAMICS, GROUP COUNSELING
AB THIS HANDBOOK IS DIVIDED INTO FIVE SECTIONS: 1) STRUCTURED EXPERIENCE - ENCOURAGES LEARNING THROUGH TWELVE SEMISTRUCTURED EXPERIENTIAL ACTIVITIES THAT DISCUSS GOAL DEFINITION, SPECIFIED BEHAVIORAL PROCESS, AND PREDICTED OUTCOME; 2) INSTRUMENTATION - DISCUSSES VARIOUS TESTS THAT MEASURE INDIVIDUAL BEHAVIOR AND WAYS OF VALIDATING THESE INSTRUMENTS THROUGH USE; 3) LECTURETTES - LECTURES ON A VARIETY OF HUMAN RELATIONS TOPICS SUCH AS THE CHANGE PROCESS, CHANGE BEHAVIOR, AND ORGANIZATIONAL CHANGE; 4) THEORY AND PRACTICE - SEVEN PAPERS WRITTEN BY PRACTITIONERS TO BUILD A FOUNDATION FOR IMPROVING PRACTICE BY INTEGRATING THEORY AND PRACTICE; AND 5) RESOURCES - SOFTWARE, HARDWARE, BIBLIOGRAPHIES, INSTITUTION LISTS, AND GLOSSARY.

NU A 59
AU PFEIFFER, J. WILLIAM, ED.; JONES, JOHN E., ED.
TI 1980 HANDBOOK FOR GROUP FACILITATORS, THE. THE NINTH ANNUAL.
PB UNIVERSITY ASSOCIATES,
SAN DIEGO, CA.
YR 80.
NT 296P.
DE *GROUP DYNAMICS, GROUP COUNSELING, ADULT COUNSELING, *COUNSELOR TRAINING, *PROFESSIONAL DEVELOPMENT
AB THIS COLLECTION OF PRACTICAL RESOURCES IS COMPILED YEARLY FOR HUMAN RELATIONS TRAINERS, ORGANIZATION DEVELOPMENT PERSONNEL, EDUCATORS, AND GROUP FACILITATORS. TWELVE STRUCTURED EXPERIENCES PROVIDE LEARNING THROUGH DIRECT EXPERIENCE; A PREVALENT THEME IN THIS ISSUE CENTERS ON POWER AND CONFLICT. THE INSTRUMENTATION SECTION INCLUDES FOUR INSTRUMENTS INTENDED PRIMARILY FOR TRAINING AND PRACTICE AS OPPOSED TO RESEARCH. THE LECTURETTES SECTION FOCUSES ON CONCEPTUAL PRESENTATIONS ON INDIVIDUAL, GROUP, AND ORGANIZATIONAL CONCERNS. PAPERS IN THE THEORY AND PRACTICE SECTION ARE FOR PROFESSIONAL DEVELOPMENT OF FACILITATORS BY RELATING THEORETICAL ISSUES TO THE PRACTICE OF HUMAN RELATIONS TRAINING. THE RESOURCES SECTION CONTAINS A BIBLIOGRAPHY, GLOSSARY, AND TWO DIRECTORIES.

NU A 60
AU HERSEY, PAUL; BLANCHARD, KENNETH H.
TI MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES. 3RD ED.
PB PRENTICE-HALL,
ENGLEWOOD CLIFFS, NJ.
YR 77.
NT 360P.; BIBLIOGRAPHY AND SUPPLEMENTARY READING P.325-351.
DE *LEADERSHIP RESPONSIBILITY, *MANAGEMENT SYSTEMS, ORGANIZATIONAL THEORIES
AB USING BEHAVIORAL SCIENCE THEORY AS BACKGROUND TO HELP MANAGERS UNDERSTAND WHY PEOPLE BEHAVE AS THEY DO, THE AUTHORS EXPLORE PREDICTING BEHAVIOR AND EFFECTING CHANGE THROUGH THEORY AND DIAGNOSIS. INCLUDED IS A LEADER EFFECTIVENESS AND ADAPTABILITY DESCRIPTION (LEAD) INSTRUMENT WHICH MEASURES PERCEPTIONS OF LEADERSHIP STYLE, FLEXIBILITY, AND ADAPTABILITY. TOPICS INCLUDE MOTIVATION, LEADER BEHAVIOR, ORGANIZATIONAL AND LEADERSHIP EFFECTIVENESS, ENVIRONMENTAL VARIABLES, SITUATIONAL LEADERSHIP THEORY, DEVELOPING HUMAN RESOURCES, SELF-DEVELOPMENT, AND NEGOTIATING CHANGE.

NU A 61
AU BUCHELE, ROBERT B.
TI MANAGEMENT OF BUSINESS AND PUBLIC ORGANIZATIONS, THE.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 77.
NT 348P.
DE *ADMINISTRATIVE PRINCIPLES, *BUSINESS ADMINISTRATION
AB A GENERALIST'S EXPLANATION OF MANAGEMENT PRACTICE IN PUBLIC, BUSINESS, PROFIT, AND NONPROFIT ORGANIZATIONS IS COVERED BY THIS TEXT. PART ONE PROVIDES A THEORETICAL AND HISTORICAL PERSPECTIVE ON GENERAL MANAGEMENT IN BOTH BUSINESS AND GOVERNMENT ORGANIZATIONS. PART TWO DESCRIBES MANAGERIAL PRACTICES CURRENTLY IN USE, EXAMINES HOW GOVERNMENT AND BUSINESS PERFORM SUCH FUNCTIONS AS PLANNING, CONTROLLING, ORGANIZING, LEADING, STAFFING, DECISION MAKING, AND HOW THESE FUNCTIONS ARE CHANGING THROUGH COMPUTERIZATION AND SYSTEMS MANAGEMENT. PART THREE SUMMARIZES MANAGEMENT THEORY AND PRACTICE AND DISCUSSES INTEGRATING THESE IN A PHILOSOPHICAL CONTEXT.

NU A 62
AU TRECKER, HARLEIGH B.; TRECKER, AUDREY R.
TI WORKING WITH GROUPS, COMMITTEES AND COMMUNITIES.
PB ASSOCIATION PRESS (FOLLETT PUBLISHING CO.),
CHICAGO, IL.
YR 79.
NT 225P.; BIBLIOGRAPHY P.213-217.
DE *GROUP DYNAMICS, *PUBLIC RELATIONS, *GUIDES, COMMUNITY ORGANIZATIONS
AB THIS GUIDE SHOULD HELP ORGANIZERS, PLANNERS, ADMINISTRATORS, AND COMMUNITY LEADERS UNDERSTAND AND WORK EFFECTIVELY WITH GROUPS SO THEY CAN, IN TURN, BE MORE PRODUCTIVE. DETAILED DISCUSSION OF GROUPS, COMMITTEES, AND COMMUNITIES ARE INCLUDED IN EACH OF THREE SECTIONS COMPRISING THE VOLUME. GROUP THINKING, DISCUSSION, PLANNING, DECISION-MAKING, AND MEANS OF TAKING ACTION ARE DISCUSSED ALONG WITH HOW PEOPLE WORK TOGETHER AND RESPOND TO GROUP LEADERS.

NU A 63
AU LOUGHARY, JOHN W.; HOPSON, BARRIE.
TI PRODUCING WORKSHOPS, SEMINARS, AND SHORT COURSES: A TRAINER'S HANDBOOK.
PB ASSOCIATION PRESS (FOLLETT PUBLISHING CO.),
CHICAGO, IL.
YR 79.
NT 202P.
DE *WORKSHOPS, *TRAINING METHODS, *TEACHING METHODS, GUIDES
AB FOR ANYONE RESPONSIBLE FOR SHORT-TERM TRAINING PROGRAMS OF ONE HOUR TO FOUR WEEKS, THIS HANDBOOK ILLUSTRATES A TRAINING MODEL AND HOW TO USE IT IN A VARIETY OF CONTEXTS. THE MODEL IS BROKEN DOWN INTO FIVE PHASES: CONTRACTING, DESIGNING, DEVELOPING, CONDUCTING, AND EVALUATING, EACH OF WHICH IS THOROUGHLY EXPLORED. THE OUTCOME OF ANY TRAINING PROGRAM IS AFFECTED BY TIME, CONTRACTOR, FACILITIES, STAFF, AND PARTICIPANTS. THESE FACTORS ALL ARE ANALYZED. INCLUDED IS AN ANNOTATED BIBLIOGRAPHY.

NU A 64
AU SCHINDLER-RAINMAN, EVA; LIPPITT, RONALD.
TI TAKING YOUR MEETINGS OUT OF THE DOLDRUMS.
PB UNIVERSITY ASSOCIATES, INC.,
SAN DIEGO, CA.
YR 75.
NT ED 206 082; 89P.; ERIC DOCUMENT NOT AVAILABLE FROM EDRS IN PAPER COPY DUE TO SMALL PRINT OF ORIGINAL DOCUMENT.
DE *MEETINGS, *PLANNING, CONFERENCES, GUIDES, RESOURCE MATERIALS, BIBLIOGRAPHIES
AB THIS RESOURCE BOOKLET IS INTENDED TO PRESENT A NEW SET OF TOOLS AND PROCEDURES FOR MAKING MEETINGS MORE PARTICIPATIVE. IT IS AIMED AT ANYONE WHO PLANS PROGRAMS, MEETINGS, CONFERENCES, CLASSES, WORKSHOPS, SEMINARS, OR CONVENTIONS--FROM CORPORATION PRESIDENTS TO MANAGERS TO YOUTH GROUP LEADERS. UNIT 1 IDENTIFIES SOME OF THE ISSUES AND PROBLEMS RELATED TO INCREASING PARTICIPATION IN MEETINGS. UNIT 2 REVIEWS THE SIMILARITIES AND DIFFERENCES AMONG MEETINGS. IN UNIT 3, THE STEPS FOR DESIGNING ALL TYPES OF MEETINGS ARE LISTED, AND UNIT 4 PRESENTS A CHECKLIST OF THINGS TO REMEMBER IN PLANNING AND CONDUCTING A MEETING. RESOURCES FOR IMPROVING MEETINGS ARE PRESENTED IN UNIT 5, AND TRAPS TO AVOID IN PLANNING AND LEADING MEETINGS ARE LISTED IN UNIT 6. UNIT 7 CONTAINS ALTERNATIVE WAYS TO COPE WITH TYPICAL PROBLEMS. UNIT 8 HAS ILLUSTRATIVE DESIGNS, INSTRUMENTS, AND PROCEDURES TO USE IN MEETINGS. WAYS TO MAKE USE OF THIS RESOURCE BOOKLET ARE PRESENTED IN UNIT 9, AND UNIT 10 IS A SELECTED BIBLIOGRAPHY.

NU A 65
AU BROADRICK, KING.
CA PHI DELTA KAPPA EDUCATIONAL FOUNDATION (BLOOMINGTON, IN).
TI PARLIAMENTARY PROCEDURE: TOOL OF LEADERSHIP. FASTBACK SERIES, NO. 39.
PB PHI DELTA KAPPA,
BLOOMINGTON, IN.
YR 75.
NT 42P.
DE *LEADERSHIP TRAINING, *PARLIAMENTARY PROCEDURES, *GUIDES
AB THIS IS NOT A MANUAL ON PARLIAMENTARY PROCEDURE. IT IS A DISCUSSION THAT POSITS THAT PARLIAMENTARY PROCEDURE IS NOT A COMPLICATED AND ESOTERIC SUBJECT OF INTEREST AND OF USE ONLY TO AN ENLIGHTENED FEW WHO HAVE THE FORTITUDE TO PLOW THROUGH A WHOLE MANUAL ON THE SUBJECT, BUT THAT PARLIAMENTARY PROCEDURE IS A PRACTICAL TOOL OF LEADERSHIP. THREE SELECTED TOPICS THAT ARE OF CENTRAL IMPORTANCE AND THAT MAY BE USED TO ILLUSTRATE METHODS OF ANALYSIS AND PREPARATION ARE PRESENTED HERE. THE TOPICS AND THE ORDER OF DISCUSSION ARE CHOSEN AS GENERALLY REPRESENTATIVE OF A NATURAL PROGRESSION OF EVENTS IN A DELIBERATIVE ASSEMBLY. THE TOPICS ARE: 1) REVIEW OF THE FIRST PRINCIPLES OF PARLIAMENTARY DISCUSSION AND DELIBERATION FROM WHICH ARE DERIVED THE VARIOUS MOTIONS, PROCEDURES, AND PRACTICES; 2) DISCUSSION OF THE PREPARATION OF ORIGINAL MAIN MOTIONS CALLING FOR ACTION BY AN ORGANIZATION; AND 3) REVIEW OF THE CONVENTIONAL MOTIONS AND PROCEDURES AND THEIR FUNCTIONAL USES IN THE DISCUSSION AND APPROVAL OR DISAPPROVAL OF MAIN MOTIONS.

NU A 66
AU BRADFORD, LELAND P.
TI MAKING MEETINGS WORK: A GUIDE FOR LEADERS AND GROUP MEMBERS.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 76.
NT 121P.
DE GROUP DYNAMICS, LEADERSHIP TRAINING, *MEETINGS, *LEADERS GUIDES
AB THIS GUIDE EXAMINES THE ROLE OF LEADERSHIP AND THE TYPES OF LEADER BEHAVIOR THAT GUIDES GROUPS IN FUNCTIONING MORE EFFICIENTLY AND PRODUCTIVELY. TIPS ARE GIVEN ON HOW TO COPE WITH DYSFUNCTIONAL BEHAVIOR, COMPLETE TASKS, AND PLAN WORK-GROUP CONFERENCES. APPENDED ARE SEVERAL FORMS FOR EVALUATING VARIOUS ASPECTS OF MEETINGS.

NU A 67
AU DOYLE, MICHAEL; STRAUS, DAVID.
TI HOW TO MAKE MEETINGS WORK: THE NEW INTERACTION METHOD.
PB WYDEN BOOKS (P.E.I. BOOKS, INC.),
NEW YORK, NY.
YR 76.
NT 301P.
DE GROUP DYNAMICS, *MEETINGS, *LEADERS GUIDES, *LEADERSHIP RESPONSIBILITY
AB DESCRIBED HERE ARE THE AUTHORS' INTERACTION METHOD FOR CONDUCTING MEETINGS. CERTAIN RESPONSIBILITIES ARE DELEGATED TO EACH OF FOUR PEOPLE (FACILITATOR, RECORDER, GROUP MEMBER, AND MANAGER/CHAIRPERSON) THEREBY CONTROLLING VARIABLES LIKE INTERGROUP CONFLICT AND KEEPING THE MEETING ON SCHEDULE AND ON TOPIC. THE FACILITATOR HELPS FOCUS GROUP ENERGIES ON A TASK BY SUGGESTING PROCEDURES, PROTECTING MEMBERS FROM ATTACK, AND ENSURING EVERYONE HAS AN OPPORTUNITY TO PARTICIPATE. THE RECORDER WRITES DOWN BASIC IDEAS AS THEY OCCUR DURING THE MEETING FOR ALL TO SEE. THE GROUP MEMBER NOT ONLY PARTICIPATES IN THE DISCUSSION BUT KEEPS THE FACILITATOR AND RECORDER IN THEIR NEUTRAL ROLES. THE MANAGER/CHAIRPERSON MAKES FINAL DECISIONS, SETS CONSTRAINTS AND AGENDAS, AND REPRESENTS THE GROUP WITH OTHER GROUPS. A 53 ITEM CHECKLIST TO RATE MEETINGS IS INCLUDED.

NU A 68
AU HOWELL, WILLIAM S.; BORMANN, ERNEST G.
TI PRESENTATIONAL SPEAKING FOR BUSINESS AND THE PROFESSIONS.
PB HARPER & ROW PUBLISHERS,
NEW YORK, NY.
YR 71.
NT 310P.
DE *COMMUNICATION SKILLS, INTERPERSONAL COMPETENCE, *PUBLIC RELATIONS
AB THIS BOOK SHOWS HOW TO PREPARE AND GIVE A COHESIVE, WELL PLANNED PRESENTATION FOR BUSINESS PEOPLE, PROFESSIONALS, AND MANAGERS WHO MUST SUBMIT PROPOSALS TO CLIENTS, CUSTOMERS, AND HIGHER MANAGEMENT OR WHO NEED IMPROVED ORGANIZATIONAL COMMUNICATION SKILLS TO USE IN CONFERENCES, INTERVIEWS, AND GROUP DISCUSSIONS. PART ONE EXAMINES FACE-TO-FACE COMMUNICATIONS, THE DYNAMICS OF THE BUSINESS MEETING, AND THE ENVIRONMENT OF THE PRESENTATION. PART TWO DEVELOPS THE PRESENTATION CONTENT AND ORGANIZATION. STATISTICAL AND NONSTATISTICAL FORMS OF SUPPORTING EVIDENCE, REASONING AND SUGGESTION AS METHODS OF PRESENTATION, AND MULTIMEDIA AIDS ARE INCLUDED. LISTENING SKILLS ARE ALSO DISCUSSED. REFERENCES ARE PROVIDED AT THE END OF EACH CHAPTER FOR ADDITIONAL READING.

NU A 69
AU CHASE, STUART.
TI GUIDES TO STRAIGHT THINKING: WITH 13 COMMON FALLACIES.
PB HARPER & ROW PUBLISHERS,
NEW YORK, NY.
YR 56.
NT 212P.
DE *LOGICAL THINKING, *CRITICAL THINKING, COGNITIVE PROCESSES, *PROBLEM SOLVING
AB DISCUSSED HERE ARE SIMPLE SUGGESTIONS ON HOW TO USE COMMON SENSE AND CLEAR REASONING TO RECOGNIZE PROPAGANDA, DOUBLE-TALK, AND FALSE ADVERTISING TO NAME A FEW. STRAIGHT THINKING MEANS ISOLATING THE FACTS, ANALYZING WHAT THEY MEAN, AND DETERMINING HOW BEST TO REACT TO THEM. THE AUTHOR DESCRIBES 13 COMMON PRESUMPTIONS THAT SIDE TRACK CLEAR THINKING SUCH AS RELYING ON "REVERED AUTHORITY," FIGURES DON'T LIE, AND GUILT BY ASSOCIATION.

NU A 70
AU FLESCH, RUDOLF.
TI ART OF CLEAR THINKING, THE.
PB BARNES & NOBLE BOOKS,
NEW YORK, NY.
YR 51.
NT 212P.
DE *COGNITIVE PROCESSES, *LOGICAL THINKING, PROBLEM SOLVING, CRITICAL THINKING
AB THIS GUIDE TO CLEAR AND CONSTRUCTIVE THINKING PROVIDES SUGGESTIONS ON SPEEDY NOTE-TAKING, SOLVING PUZZLES, MATH SHORTCUTS, AND LOGICAL, CATAGORICAL APPROACHES TO PROBLEM SOLVING.

NU A 71
AU MOSS, DORIS; HORN, KAREN.
TI MANUAL FOR CONDUCTING A TRAINING WORKSHOP IN INTERPERSONAL COMMUNICATIONS SKILLS FOR WOMEN ADMINISTRATORS OF ADULT EDUCATION PROGRAMS.
PB WOMANSCHOOL ADULT EDUCATION CENTER,
NEW YORK, NY.
YR 79.
NT 27P. + 35P. APPENDICES.
DE *ASSERTIVENESS, *FEMALES, *MANAGEMENT DEVELOPMENT, *WORKSHOPS, LEADERSHIP TRAINING
AB THIS IS A GUIDE FOR CONDUCTING A ONE-DAY WORKSHOP TO TEACH ASSERTIVENESS SKILLS IN INTERPERSONAL COMMUNICATIONS FOR WOMEN ADMINISTRATORS. THE WORKSHOP INCLUDES ASSERTIVENESS PRINCIPLES, UNDERSTANDING AND MANAGING GROUPS (REACHING CONSENSUS, GROUP BEHAVIOR ANALYSIS, ETC.), AND DEVELOPING ON-THE-JOB PLANS FOR ACTION. INCLUDES THE CURRICULUM OUTLINE, EVALUATION FORMS FOR PRE- AND POST-TESTING THE WORKSHOP.

NU A 72
AU NEWLIN, JOSEPH T., COMP.
CA COLORADO STATE UNIVERSITY (FORT COLLINS). COOPERATIVE EXTENSION SERVICE.
TI INTERVIEWER TECHNIQUES AND PROCEDURES.
PB COLORADO STATE UNIVERSITY,
FORT COLLINS, CO.
YR 78.
NT 28P.
DE *SURVEYS, *QUESTIONNAIRES, *DATA COLLECTION, ADMINISTRATOR GUIDES, INSTRUCTIONAL MATERIALS
AB PREPARING AND TRAINING INTERVIEWERS TO PERFORM COMMUNITY SURVEYS IS ESSENTIAL IN OBTAINING CONSISTENT AND RELIABLE INFORMATION. SUCCESSFUL INTERVIEWING TAKES PREPARATION AND PRACTICE. THIS HANDBOOK DISCUSSES TECHNIQUES FOR PREPARING INTERVIEWERS. IT DESCRIBES THE TASK OF INTERVIEWING; PROVIDES GUIDELINES FOR MAKING THE INTERVIEWING PROCESS EASIER; AND DEALS WITH THE IMPORTANCE OF CLARITY AND CONSISTENCY IN INTERVIEWING.

NU A 73
AU MCCONKEY, DALE D.
TI NO-NONSENSE DELEGATION.
PB AMACOM (AMERICAN MANAGEMENT ASSOC.),
NEW YORK, NY.
YR 74.
NT 228P.
DE *EMPLOYER EMPLOYEE RELATIONSHIP, *PERSONNEL MANAGEMENT, *SUPERVISORY METHODS, MANAGEMENT DEVELOPMENT
AB THIS PRACTICAL GUIDE TO BUILDING GOOD DELEGATING ABILITIES IN MANAGERS ANSWERS THE QUESTION WHY DELEGATE, DISCUSSES THE BENEFITS OF GOOD WORK ASSIGNMENT PRACTICES, AND IDENTIFIES SYMPTOMS AND CAUSES OF POOR DELEGATION. THE AUTHOR EXPLORES THE MANAGER'S ROLE, RESPONSIBILITIES, AND OBLIGATION TO DELEGATE AUTHORITY TO SUBORDINATES. A CHAPTER AND AN APPENDED CHECKLIST PROVIDE EVALUATION CRITERIA FOR DELEGATING ABILITIES AND ISOLATE ACTIONS TO REMEDY WEAK AREAS.

NU A 74
AU FINCH, ROBERT E.
TI BUILDING A SUCCESSFUL ADULT BASIC EDUCATION PROGRAM: THE DIRECTOR'S ROLE.
PB OHIO STATE DEPARTMENT OF EDUCATION,
COLUMBUS, OH.
YR 73.
NT ED 082 018; 67P.
DE *ADULT BASIC EDUCATION, ADULT EDUCATION, *COMMUNITY INVOLVEMENT, LITERACY EDUCATION
AB AN EFFECTIVE DIRECTOR OF ADULT BASIC EDUCATION (ABE) UTILIZES THE STRENGTHS OF HIS STAFF. IMPROVEMENT OF ABE PROGRAMS SHOULD INCLUDE CAREFUL ATTENTION TO PRIORITIES AND LOCAL NEEDS. COMMUNITY COSPONSORSHIP AGREEMENTS ARE MUTUALLY BENEFICIAL AND AN EFFECTIVE MEANS OF STUDENT RECRUITMENT. SCHEDULING SHOULD ALLOW FOR BALANCE IN TIME, LOCATION, INSTRUCTIONAL METHODS, AND CONTENT. RECENTLY, MANY MORE CHOICES IN INSTRUCTIONAL MATERIALS AND EQUIPMENT FOR ABE PROGRAMS HAVE BECOME AVAILABLE SO EVALUATION SHOULD BE BASED ON SOUND PROCEDURES. SPECIAL TALENTS AND OUTLOOKS ARE REQUIRED FOR ABE TEACHERS, WHO MAY BENEFIT FROM PRESERVICE AND INSERVICE PROGRAMS. PARAPROFESSIONALS MAY ALSO BE USED. ABE PROGRAMS MUST BE SOLD TO PROSPECTIVE STUDENTS, SO DIRECTORS MUST KNOW AND PRACTICE EFFECTIVE SALES TECHNIQUES. AN INVITING CLIMATE FOR LEARNING CAN EASE THE TRANSITION AND HOLD STUDENTS. PROGRAMMED INSTRUCTION AND OTHER FORMS OF INDIVIDUALIZED INSTRUCTION ARE PARTICULARLY HELPFUL. GUIDANCE MUST BE PROVIDED AND ACCURATE RECORDS AND BUDGETS KEPT. ANNUAL EVALUATION IS HELPFUL.

NU A 75
AU SAYLES, LEONARD R.
TI LEADERSHIP: WHAT EFFECTIVE MANAGERS REALLY DO...AND HOW THEY DO IT.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 79.
NT 251P.
DE *LEADERSHIP QUALITIES, PROFESSIONAL DEVELOPMENT, *ADMINISTRATOR ROLE, *MANAGEMENT SYSTEMS
AB THIS BOOK CAPTURES THE ART OF NEGOTIATING AND DEALING WITH THE UNEXPECTED, THE VAGUE, AND THE CONTRADICTORY ELEMENTS OF DAY-TO-DAY MANAGEMENT PROBLEMS. IT DELIBERATELY AVOIDS ABSTRACT, BEHAVIORAL CONCEPTS, AND PRINCIPLES OF ORGANIZATION THEORY AND INSTEAD CONCENTRATES ON PRACTICAL SUGGESTIONS FOR GAINING CONTROL OF SITUATIONS. THE CHAPTERS ARE PLANNED AROUND MANAGEMENT FUNCTIONS AND GOALS SUCH AS ASSERTING AUTHORITY, BUILDING COMMITMENT, LATERAL RELATIONS WITHIN THE ORGANIZATION, WORKING IN THE HIERARCHY, INTRODUCING CHANGE, AND MANAGING SPECIAL PROJECTS.

NU A 76
AU CULBERT, SAMUEL A.
TI ORGANIZATION TRAP AND HOW TO GET OUT OF IT, THE.
PB BASIC BOOKS, INC.,
NEW YORK, NY.
YR 74.
NT 161P.
DE *GROUP DYNAMICS, *ORGANIZATIONAL THEORIES, PROFESSIONAL DEVELOPMENT
AB EVERYONE WORKING WITHIN AN ORGANIZATION FACES FRUSTRATION AND DISSATISFACTION AT SOME TIME. THERE ARE MANY CONSTRAINTS WITHIN THE ORGANIZATIONAL STRUCTURE AND WITHIN US AS INDIVIDUALS THAT INTRUDE UPON A HEALTHY WORK ENVIRONMENT. ORGANIZATIONS REQUIRE AN OVERWHELMING AMOUNT OF CONFORMITY BUT SOMETIMES EXPECT CREATIVE THINKING. GAINING CONTROL OVER THE FUNCTIONS YOU'RE RESPONSIBLE FOR IS OFTEN VERY DIFFICULT. ORGANIZATIONS ARE STRUCTURED TO EXPLOIT OUR NEED FOR ACCEPTANCE AND APPROVAL. THIS BOOK WILL RAISE YOUR CONSCIOUSNESS ABOUT THE DISCREPANCIES BETWEEN YOUR SELF-IMAGE AND THE ORGANIZATION'S IMAGE AND EXPECTATIONS OF YOU. IT WILL ALSO HELP BREAK DOWN BARRIERS BETWEEN YOU AND FELLOW WORKERS AND TELL YOU HOW TO TALK WITH THE BOSSES ON THEIR OWN LEVEL. THE END RESULT IS FOR THE READER TO GAIN MORE CONTROL OVER HIS/HER POSITION WITHIN THE ORGANIZATION THROUGH UNDERSTANDING. CONSCIOUSNESS RAISING GROUP SUPPORT IS DISCUSSED IN PART III, "STRATEGIES FOR GETTING OUT OF THE TRAPS."

NU A 77
AU BOYD, BRADFORD B., COMP.
TI SUPERVISORY TRAINING: APPROACHES AND METHODS. A COLLECTION OF TIMELY ARTICLES FROM THE TRAINING AND DEVELOPMENT JOURNAL.
PB AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT,
MADISON, WI.
YR 76.
NT 162P.
DE *SUPERVISORY TRAINING, *TRAINING METHODS, MANAGEMENT DEVELOPMENT, SUPERVISORY METHODS
AB THIS COLLECTION OF ARTICLES IS FOR TRAINERS OF MIDDLE MANAGEMENT OR FIRST-LINE SUPERVISORS. THE ARTICLES ARE ORGANIZED AROUND FIVE GENERAL TOPIC AREAS AS FOLLOWS: 1) DEFINING THE JOBS OF TRAINER AND SUPERVISOR; 2) DETERMINING THE SUPERVISOR'S TRAINING NEEDS; 3) DESIGNING TRAINING APPROACHES; 4) EXAMPLES OF TRAINING METHODS; AND 5) EVALUATING THE TRAINING PROGRAM.

NU A 78
AU KOZOLL, CHARLES E.
TI STAFF DEVELOPMENT IN ORGANIZATIONS: A COST EVALUATION MANUAL FOR MANAGERS AND TRAINERS.
PB ADDISON-WESLEY PUBLISHING CO.,
READING, MA.
YR 74.
NT 129P.
DE *STAFF DEVELOPMENT, *PROFESSIONAL DEVELOPMENT, *INSERVICE EDUCATION, *TRAINING METHODS
AB THE PHILOSOPHY UNDERLYING THIS BOOK IS THAT EMPLOYEE GROWTH PROMOTES ORGANIZATIONAL GROWTH AND THIS COMES ABOUT BEST THROUGH INTERNAL STAFF MANAGEMENT WITH ONLY OCCASIONAL EXTERNAL ASSISTANCE AS NEEDED. STRONG EXECUTIVE LEADERSHIP IS A MUST. WRITTEN FOR THOSE RESPONSIBLE FOR STAFF DEVELOPMENT PROGRAMS AND MANAGERS WHO OVERSEE TRAINING STAFFS, THE AUTHOR DISCUSSES THE WHYS AND WHEREFORES OF TRAINING, STAFF NEEDS, TRAINING TECHNIQUES, POINTING OUT RELATIVE WEAKNESSES AND STRENGTHS, DECIDING WHETHER AN OUTSIDE CONSULTANT IS NEEDED, AND EVALUATION.

NU A 79
AU MORRIS, LYNN LYONS; FITZ-GIBBON, CAROL TAYLOR.
TI HOW TO MEASURE ACHIEVEMENT. PROGRAM EVALUATION KIT, 6.
PB SAGE PUBLICATIONS, INC.,
BEVERLY HILLS, CA.
YR 78.
NT 159P.
DE *TESTING, *TEST SELECTION, *EDUCATIONAL TESTING
AB THE OBJECTIVES OF THIS BOOKLET ARE TO PROVIDE SUGGESTIONS, PROCEDURES, AND RULES OF THUMB TO AID THE EVALUATOR IN USING ACHIEVEMENT TESTS IN PROGRAM EVALUATION. IT ALSO DISCUSSES SOME OF THE THEORIES UNDERLYING THE PROCEDURES FOR DEVELOPING AND SELECTING ACHIEVEMENT TESTS AND INTERPRETING THEIR RESULTS. EACH OF THE SIX CHAPTERS OFFERS ADVICE ON ONE AREA OF ACHIEVEMENT TESTING. CHAPTER 1 DEALS WITH DECIDING WHAT TO MEASURE AND HOW MUCH TIME AND EFFORT TO INVEST IN TESTING ACTIVITIES. CHAPTER 2 DESCRIBES THE TYPES OF ACHIEVEMENT TEST DATA AVAILABLE AND THEIR POSSIBLE USES. CHAPTER 3 PRESENTS A TABLE FOR PROGRAM-TEST COMPARISON AND GIVES A STEP-BY-STEP PROCEDURE TO CALCULATE INDICES OF TEST APPROPRIATENESS TO THE PROGRAM BEING EVALUATED. CHAPTER 4 IS A GUIDE TO RESOURCES WHICH AID IN CUSTOM DESIGNING TESTS AND CONTAINS AN ANNOTATED LIST OF TEST ITEM AND OBJECTIVES BANKS AND A LIST OF TESTING SERVICES WHICH DESIGN AND SCORE TESTS. CHAPTER 5 DISCUSSES TEST RELIABILITY AND TEST VALIDITY. CHAPTER 6 DEALS WITH TEST INTERPRETATION AND SCORE REPORTING. A SUMMARY OF COMMON ITEM CONSTRUCTION ERRORS IS APPENDED.

NU A 80
AU MORRIS, LYNN LYONS; FITZ-GIBBON, CAROL TAYLOR.
CA CALIFORNIA UNIVERSITY (LOS ANGELES). CENTER FOR THE STUDY OF EVALUATION.
TI HOW TO DEAL WITH GOALS AND OBJECTIVES. PROGRAM EVALUATION KIT, 2.
PB SAGE PUBLICATIONS, INC.,
BEVERLY HILLS, CA.
YR 78.
NT 78P.
DE *EDUCATIONAL OBJECTIVES, *NEEDS ASSESSMENT, *PROGRAM EVALUATION, EDUCATIONAL ASSESSMENT
AB CLEARLY DEFINED GOALS ARE DESCRIBED AS THE FIRST COMPONENT OF A PROGRAM EVALUATION. THE GOALS OF THIS BOOKLET ARE TO: DEMONSTRATE THE NEED FOR CLEARLY WRITTEN STATEMENTS OF GOALS, OUTCOMES, AND OBJECTIVES; PROVIDE EXAMPLES; PROVIDE A METHOD OF DERIVING GOALS FROM ALREADY PUBLISHED MATERIALS; DEMONSTRATE THE RELATIONSHIP BETWEEN WRITING OBJECTIVES AND CONSTRUCTING TEST ITEMS; AND OUTLINE METHODS FOR MEASURING THE ATTAINMENT OF A LARGE NUMBER OF OBJECTIVES WHEN TESTING TIME IS LIMITED. THE INFORMATION IS APPLICABLE TO BOTH FORMATIVE AND SUMMATIVE EVALUATION. CHAPTER TITLES ARE: 1) GOALS AND OBJECTIVES IN EVALUATION; 2) WHERE TO FIND GOALS AND OBJECTIVES; 3) WRITING YOUR OWN OBJECTIVES; AND 4) ASSIGNING PRIORITIES TO OBJECTIVES. MOST CHAPTERS CONTAIN BRIEF BIBLIOGRAPHIES.

NU A 81
AU HENERSON, MARLENE E., ET AL.
CA CALIFORNIA UNIVERSITY (LOS ANGELES). CENTER FOR THE STUDY OF EVALUATION.
TI HOW TO MEASURE ATTITUDES. PROGRAM EVALUATION KIT, 5.
PB SAGE PUBLICATIONS, INC.,
BEVERLY HILLS, CA.
YR 78.
NT 184P.
DE *MEASUREMENT TECHNIQUES, *PROGRAM EVALUATION, *AFFECTIVE OBJECTIVES, *EVALUATION METHODS, GUIDES
AB MOST OF THE INFORMATION IN THIS BOOKLET IS USEFUL FOR BOTH FORMATIVE AND SUMMATIVE EVALUATIONS. THE BOOKLET OFFERS INFORMATION TO HELP THE EVALUATOR DEVELOP SKILLS IN DESIGNING AND USING INSTRUMENTS TO MEASURE AFFECTIVE OBJECTIVES OR ATTITUDES. THE CHAPTERS COVER: 1) AN INTRODUCTION TO THE MEASUREMENT OF ATTITUDES AND ATTITUDE CHANGE; 2) ESSENTIAL PRELIMINARY QUESTIONS; 3) SELECTION OF APPROACHES TO COLLECTING ATTITUDE INFORMATION; 4) LOCATION OF EXISTING MEASURES; 5) DEVELOPMENT OF QUESTIONNAIRES; 6) DEVELOPMENT OF ATTITUDE RATING SCALES; 7) DEVELOPMENT OF INTERVIEWING TECHNIQUES; 8) ASSESSMENT OF THE NEED FOR AND DEVELOPMENT OF WRITTEN REPORT REQUESTS; 9) THE DESIGN OF OBSERVATION PROCEDURE; 10) DEVELOPMENT OF SOCIOMETRIC INSTRUMENTS; 11) RELIABILITY AND VALIDITY OF THE MEASURES; AND 12) SUGGESTIONS FOR SUMMARIZING, ANALYZING, AND DISPLAYING THE DATA.

NU A 82
AU FITZ-GIBBON, CAROL TAYLOR; MORRIS, LYNN LYONS.
CA CALIFORNIA UNIVERSITY (LOS ANGELES). CENTER FOR THE STUDY OF EVALUATION.
TI HOW TO DESIGN A PROGRAM EVALUATION. PROGRAM EVALUATION KIT, 3.
PB SAGE PUBLICATIONS, INC.,
BEVERLY HILLS, CA.
YR 78.
NT 164P.
DE GUIDES, *EVALUATION METHODS, *PROGRAM EVALUATION, EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY
AB THE EVALUATION DESIGN, WHICH PRESCRIBES WHEN AND FROM WHOM TO GATHER DATA, IS DESCRIBED AS SIGNIFICANT BECAUSE IT CAN LEND CREDIBILITY TO EVALUATION RESULTS. THE OBJECTIVES OF THIS BOOKLET ARE TO AID THE EVALUATOR IN: CHOOSING A DESIGN; PUTTING IT INTO OPERATION; AND ANALYZING AND REPORTING THE DATA. EXAMPLES INCLUDE BOTH FORMATIVE AND SUMMATIVE EVALUATION DESIGNS. CHAPTER TITLES ARE: 1) AN INTRODUCTION TO EVALUATION DESIGN; 2) THE ELEMENTS OF DESIGN; 3) DESIGNS--AN OVERVIEW; 4) THREE CONTROL GROUP DESIGNS; 5) TWO TIME SERIES DESIGNS; 6) THE BEFORE-AND-AFTER DESIGN; 7) A MORE COMPLEX DESIGN: ANALYSIS OF VARIANCE (ANOVA); AND 8) HOW TO RANDOMIZE. SEVERAL OF THE CHAPTERS CONCLUDE WITH SHORT BIBLIOGRAPHIES.

NU A 83
AU MORRIS, LYNN LYONS; FITZ-GIBBON, CAROL TAYLOR.
CA CALIFORNIA UNIVERSITY (LOS ANGELES). CENTER FOR THE STUDY OF EVALUATION.
TI HOW TO PRESENT AN EVALUATION REPORT. PROGRAM EVALUATION KIT, 8.
PB SAGE PUBLICATIONS,
BEVERLY HILLS, CA.
YR 78.
NT 80P.
DE *PROGRAM EVALUATION, *REPORTS, *TECHNICAL WRITING, COMMUNICATION SKILLS, *EVALUATION CRITERIA
AB BECAUSE REPORTING THE RESULTS OF A PROGRAM EVALUATION REQUIRES AN EFFECTIVE PRESENTATION, THIS BOOKLET CONTAINS PRESCRIPTIONS AND HINTS FOR FORMAL AND INFORMAL REPORTING, EITHER WRITTEN OR ORAL. CHAPTER 1 DISCUSSES THE EVALUATOR'S ROLE AND PRESENTATION OF FORMATIVE AND SUMMATIVE EVALUATION REPORTS. CHAPTER 2 IS A DETAILED AND STANDARD OUTLINE FOR AN EVALUATION REPORT. CHAPTER 3 IS A COMPENDIUM OF COMMUNICATION POINTERS, INCLUDING ADVICE ON CHOOSING WHAT INFORMATION TO PRESENT; PRESENTING EFFECTIVE WRITTEN AND ORAL COMMUNICATIONS; DEALING WITH DIFFICULT AUDIENCES; AND WORKING WITH THE PRESS. CHAPTER 4 DESCRIBES DATA PRESENTATION METHODS, INCLUDING USE OF TABLES, GRAPHS, AND CHARTS. MOST CHAPTERS END WITH A BRIEF BIBLIOGRAPHY.

NU A 84
AU MORRIS, LYNN LYONS; FITZ-GIBBON, CAROL TAYLOR.
CA CALIFORNIA UNIVERSITY (LOS ANGELES). CENTER FOR THE STUDY OF EVALUATION.
TI HOW TO MEASURE PROGRAM IMPLEMENTATION. PROGRAM EVALUATION KIT, 4.
PB SAGE PUBLICATIONS, INC.,
BEVERLY HILLS, CA.
YR 78.
NT 140P.
DE *DATA COLLECTION, *EVALUATION METHODS, *MEASUREMENT TECHNIQUES, *PROGRAM EVALUATION, GUIDES
AB MEASURING ATTAINMENT OF THE PROGRAM'S OBJECTIVES AND DESCRIBING THE PROGRAM'S IMPLEMENTATION ARE LISTED AS TWO OF THE EVALUATOR'S MAJOR RESPONSIBILITIES. THE DESCRIPTION SHOULD INCLUDE AN EXPLANATION OF THE CONTEXT IN WHICH THE PROGRAM WAS INITIATED, AS WELL AS THE COMPONENT MATERIALS AND ACTIVITIES. THIS BOOKLET HAS THREE PURPOSES: 1) SUGGESTING PROGRAM FEATURES AND ACTIVITIES WHICH MAY BE INCLUDED IN A PROGRAM IMPLEMENTATION REPORT; 2) HELPING TO DETERMINE HOW MUCH EFFORT TO SPEND ON DESCRIBING PROGRAM IMPLEMENTATION; AND 3) SUGGESTING INSTRUMENT DESIGNS TO PRODUCE BACKUP DATA TO ASSURE DESCRIPTIVE ACCURACY. CHAPTER 2 PROVIDES AN OUTLINE FOR THE IMPLEMENTATION SECTION OF AN EVALUATION REPORT. CHAPTERS 3 THROUGH 6 DESCRIBE MEASUREMENT TECHNIQUES, INCLUDING RECORDS, OBSERVATIONS, AND SELF-REPORTS. CHAPTER 7 DISCUSSES THE VALIDITY AND RELIABILITY OF THE MEASURE. MOST CHAPTERS END WITH SHORT BIBLIOGRAPHIES.

NU A 85
AU MORRIS, LYNN LYONS; FITZ-GIBBON, CAROL TAYLOR.
CA CALIFORNIA UNIVERSITY (LOS ANGELES). CENTER FOR THE STUDY OF EVALUATION.
TI EVALUATOR'S HANDBOOK. PROGRAM EVALUATION KIT, 1.
PB SAGE PUBLICATIONS, INC.,
BEVERLY HILLS, CA.
YR 78.
NT 133P.
DE *EVALUATION METHODS, *PROGRAM EVALUATION, EDUCATIONAL OBJECTIVES, GUIDES, EVALUATION
AB AS AN INTRODUCTION TO THE PROGRAM EVALUATION KIT, THIS HANDBOOK SERVES AS A GENERAL GUIDE FOR THE EVALUATOR AND PROVIDES A DIRECTORY TO THE REST OF THE SERIES. CHAPTER 1 DISCUSSES THE CRITICAL ISSUES IN PROGRAM EVALUATION. CHAPTER 2 DESCRIBES THE DIVERSIFIED JOB OF THE EVALUATOR. CHAPTERS 3 THROUGH 5 CONTAIN STEP-BY-STEP GUIDES FOR ORGANIZING AND ACCOMPLISHING FORMATIVE EVALUATION, SUMMATIVE EVALUATION, AND EXPERIMENTAL STUDIES. THE HANDBOOK CONCLUDES WITH A MASTER INDEX TO TOPICS DISCUSSED IN THE SERIES. THE EVALUATION MODEL DEVELOPED BY THE CENTER FOR THE STUDY OF EVALUATION PROVIDES THE PRINCIPAL THEORETICAL BASIS FOR THIS SERIES. TASKS WHICH THE EVALUATOR MUST ACCOMPLISH INCLUDE SETTING THE PROGRAM EVALUATION BOUNDARIES; PREPARING A PROGRAM STATEMENT; MONITORING THE PROGRAM IMPLEMENTATION AND ACHIEVEMENT OF PROGRAM OBJECTIVES; AND REPORTING AND CONFERRING WITH PROGRAM PLANNERS AND STAFF.

NU A 86
AU FITZ-GIBBON, CAROL TAYLOR; MORRIS, LYNN LYONS.
CA CALIFORNIA UNIVERSITY (LOS ANGELES). CENTER FOR THE STUDY OF EVALUATION.
TI HOW TO CALCULATE STATISTICS. PROGRAM EVALUATION KIT, 7.
PB SAGE PUBLICATIONS, INC.,
BEVERLY HILLS, CA.
YR 78.
NT 142P.
DE *GUIDES, PROGRAM EVALUATION, *STATISTICAL DATA
AB THE STATISTICAL METHODS PRESENTED IN THIS WORKBOOK FOCUS ON THE DISPLAY OF CENTRAL TENDENCY, STATISTICAL TESTS, AND CORRELATION. CHAPTERS 2, 3, AND 4 CONSIST OF WORKSHEETS, EACH OF WHICH PROVIDES STEP-BY-STEP INSTRUCTIONS FOR CALCULATING AND INTERPRETING A PARTICULAR STATISTICAL METHOD. THE INTRODUCTION TO EACH WORKSHEET EXPLAINS HOW AND WHEN TO USE EACH STATISTICAL METHOD. CHAPTER 2 DEALS WITH MEASURES OF CENTRAL TENDENCY AND VARIABILITY, AND PROCEDURES FOR SUMMARIZING A SINGLE SET OF SCORES. CHAPTER 3 DESCRIBES TESTS OF STATISTICAL SIGNIFICANCE, USED FOR COMPARING THE RESULTS OF TWO GROUPS. CHAPTER 4 DEALS WITH RELATIONSHIPS AND CORRELATIONS. CHAPTER 5 EXPLAINS HOW TO PREPARE DATA FOR COMPUTER ANALYSIS, USING THE STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES (SPSS) AS AN EXAMPLE.

NU A 87
AU KAUFMAN, ROGER.
TI IDENTIFYING AND SOLVING PROBLEMS: A SYSTEM APPROACH.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 76.
NT 121P.
DE PLANNING, *DECISION MAKING, *PROBLEM SOLVING
AB A SYSTEMATIC APPROACH TO IDENTIFYING AND SOLVING PROBLEMS IS ESSENTIAL TO SOUND DECISION-MAKING AND PLANNING. THIS BOOK IS AIMED AT DECISION-MAKERS IN PRIVATE INDUSTRY, GOVERNMENT, EDUCATION, OR PUBLIC SERVICE WHO NEED AN ORGANIZING FACTOR FOR THEIR DECISION-MAKING WITHOUT SOPHISTICATED MATHEMATICS, EQUATIONS, AND MODELS. SIMPLY WRITTEN AND WELL ILLUSTRATED, THIS BOOK SHOWS HOW TO BREAK DOWN A PROBLEM INTO ITS COMPONENT NEEDS, DETERMINE SOLUTION REQUIREMENTS, IDENTIFY ALTERNATIVES, SELECT STRATEGIES, IMPLEMENT AND DETERMINE OUTCOME EFFECTIVENESS. THESE BASIC STEPS DIVIDE A COMPLEX PROBLEM INTO MANAGEABLE SMALLER ONES ENABLING THE PROBLEM-SOLVER TO MAKE RELIABLE DECISIONS BASED ON THOROUGH UNDERSTANDING.

NU A 88
AU BRICKNER, WILLIAM H.; COPE, DONALD M.
TI PLANNING PROCESS, THE.
SE WINTHROP MANAGEMENT SERIES.
PB WINTHROP PUBLISHERS,
CAMBRIDGE, MA.
YR 77.
NT 209P.
DE *PLANNING, *MANAGEMENT SYSTEMS, *ADMINISTRATIVE PRINCIPLES
AB FOR ANYONE INTERESTED IN IMPROVING PERFORMANCE, THIS BOOK COMBINES THE PRINCIPLES OF PLANNING WITH GUIDES TO USING THEM IN PRACTICE. EACH OF THE SEVEN CHAPTERS STARTS WITH THE LEARNING OBJECTIVES TO BE ACCOMPLISHED. THE PLANNING PROCESS IS DEFINED (WHY DO IT, WHAT IT IS, MODELS, AND LEVELS OF PLANNING). OBJECTIVES AND GOALS ARE BRIEFLY DISCUSSED FOLLOWED BY STRATEGY DEVELOPMENT AND ANALYSIS. PLANNING SCHEDULES AND TIMING ARE THE SUBJECT OF CHAPTER FIVE, WHILE CHAPTER SIX DESCRIBES MANAGEMENT COMMITMENT, RESOURCE COMMITMENT, GETTING OTHERS INVOLVED, AND PAYOFFS. THE FINAL CHAPTER COVERS FACTORS THAT AFFECT PLANNING SUCCESS SUCH AS FEEDBACK, WHEN AND HOW EXTENSIVELY TO PLAN.

NU A 89
AU MACTAGGART, TERRENCE.
TI COST-EFFECTIVENESS: A CAEL SYLLABUS FOR PROFESSIONALS.
PB COUNCIL FOR THE ADVANCEMENT OF EXPERIENTIAL LEARNING (CAEL), COLUMBIA, MD.
YR 79.
NT 29P.; BIBLIOGRAPHY P.25-29.
DE *EDUCATIONAL FINANCE, *BUDGETING
AB PROGRAM DEVELOPERS AND MANAGERS CAN USE THIS BRIEF INDEPENDENT STUDY BOOKLET TO COMPARE PROGRAM OPTIONS BASED ON THEIR COST TO THE INSTITUTION. EXISTING PROGRAMS AS WELL AS CONTEMPLATED PROGRAMS CAN BE BROKEN DOWN INTO BASIC COST CATEGORIES, AND A COST ANALYSIS METHOD SELECTED AND APPLIED TO EACH PROGRAM OPTION FOR COST COMPARISON. THE SECOND SECTION OF THIS SYLLABUS DEVELOPS MODELS TO HELP STUDENTS MAKE CHOICES ABOUT THEIR ALTERNATIVES BASED ON ECONOMIC AND OTHER CRITERIA AND MAY BE USEFUL TO STUDENT ADVISORS.

NU A 90
AU BENNETT, PAUL.
TI UP YOUR ACCOUNTABILITY: HOW TO UP YOUR SERVICEABILITY AND FUNDING CREDIBILITY BY UPPING YOUR ACCOUNTING ABILITY.
PB TAFT PRODUCTS, WASHINGTON, D.C.
YR 73.
NT 63P.
DE *BUDGETING, *NONPROFIT ORGANIZATIONS
AB THIS BOOK ADDRESSES THE UNIQUE PROBLEMS OF NONPROFIT MONEY MANAGEMENT BY EXPLAINING THE PRINCIPLES AND PROCEDURES OF ACCOUNTING FOR NONPROFIT ORGANIZATIONS. ACCOUNTING AND FINANCIAL STATEMENTS, BUDGETING, AND BOOKKEEPING PROCEDURES ARE EXPLAINED AND EXAMPLES GIVEN. ONE CHAPTER DISCUSSES ACCOUNTING INFORMATION THAT EXPOSES ORGANIZATIONAL TRENDS AND VARIABLES AND IN SO DOING POINTS OUT TO MANAGEMENT OPERATIONAL AREAS THAT NEED CHANGE. A CHAPTER ON INTERNAL CONTROL DESCRIBES PROCEDURES TO FOLLOW WITHIN THE ORGANIZATION TO CONTROL CHECK SIGNING, PETTY CASH, PURCHASE ORDERS, CASH RECEIPTS, AND TO ENSURE AGREEMENT BETWEEN BANK STATEMENTS AND ORGANIZATIONAL RECORDS. INCLUDES A SHORT BIBLIOGRAPHY.

NU A 91
AU GIEGOLD, WILLIAM C.
TI MANAGEMENT BY OBJECTIVES: A SELF-INSTRUCTIONAL APPROACH. LEADER'S MANUAL.
PB MCGRAW-HILL BOOK CO., NEW YORK, NY.
YR 78.
NT 84P.
DE *MANAGEMENT BY OBJECTIVES, *MANAGEMENT SYSTEMS, *LEADERS GUIDES, *GROUP DYNAMICS
AB THIS LEADER'S MANUAL IS FOR USE BY ADMINISTRATORS RESPONSIBLE FOR IMPLEMENTING MANAGEMENT BY OBJECTIVES (MBO) WITHIN AN ORGANIZATION OR TRAINERS LEADING A SCHEDULE OF SESSIONS AND PROVIDES GROUP METHODS AND EXERCISES WHICH COMPLEMENT THE INDIVIDUAL EXERCISES IN THREE OTHER VOLUMES. THE THREE COMPANION VOLUMES CAN BE USED BY INDIVIDUALS BUT THE LEADER'S MANUAL WAS DESIGNED TO PROMOTE GROUP EXCHANGE OF INDIVIDUAL IDEAS ACROSS DEPARTMENTAL AND FUNCTIONAL DIVISIONS. TOPICS ARE: CONDUCTING GROUP ACTIVITIES (MEETING FORMAT, GAINING CONSENSUS, HOW TO BRAINSTORM, ROLE-TAKING TECHNIQUE, AND EXERCISES) AND IMPLEMENTING AN MBO PROGRAM (DEFINING AND ATTACKING BARRIERS TO IMPLEMENTATION, FEATURES OF SUCCESSFUL PROGRAMS, AND ALTERNATIVE MBO SYSTEMS).

NU A 92
AU GIEGOLD, WILLIAM C.
TI MANAGEMENT BY OBJECTIVES: A SELF-INSTRUCTIONAL APPROACH. VOLUME 1: STRATEGIC PLANNING AND THE MBO PROCESS.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 78.
NT 175P.; ANNOTATED BIBLIOGRAPHY P.163-166.
DE *MANAGEMENT BY OBJECTIVES, *PLANNING, *MANAGEMENT SYSTEMS
AB THIS FIRST VOLUME OF A SERIES OF THREE DEVELOPS THE CONCEPT OF STRATEGY AS THE POSITIONING OF THE RESOURCE STRENGTHS OF THE ORGANIZATION OR THE INDIVIDUAL IN ORDER TO ACHIEVE THE GREATEST IMPACT ON THE DESIRED RESULTS. ANALYZED ARE THE STRENGTHS AND WEAKNESSES OF THE ORGANIZATION COMPARED WITH THE NEEDS AND WANTS OF CLIENT GROUPS AND OTHERS WHO HAVE CLAIMS ON THE ORGANIZATION (SUPPLIERS, EMPLOYEES, THE PUBLIC, ETC.). SIMILAR COMPARISONS ARE MADE WITH WHAT THE COMPETITION IS DOING AND ATTENTION DRAWN TO THE STRENGTHS NEEDED TO COPE WITH FUTURE DEMANDS. THIS INVENTORY OF NEEDS, STRENGTHS, THREATS, AND OPPORTUNITIES PROVIDES THE BASIS FOR RESOURCE ALLOCATIONS AND CONCENTRATIONS, ENABLING THE SELECTION OF SOUND ORGANIZATIONAL OBJECTIVES.

NU A 93
AU GIEGOLD, WILLIAM C.
TI MANAGEMENT BY OBJECTIVES: A SELF-INSTRUCTIONAL APPROACH. VOLUME II: OBJECTIVE SETTING AND THE MBO PROCESS.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 78.
NT 210P.; ANNOTATED BIBLIOGRAPHY P.197-200.
DE *MANAGEMENT BY OBJECTIVES, *MANAGEMENT SYSTEMS, *ORGANIZATIONAL OBJECTIVES
AB THIS SECOND VOLUME IN A SERIES OF THREE DESCRIBES HOW ORGANIZATIONAL OBJECTIVES ARE TRANSLATED INTO MORE DETAILED OBJECTIVES AT LOWER ORGANIZATIONAL LEVELS, AND THEN INTO PERSONALIZED OBJECTIVES FOR THE INDIVIDUAL MANAGER OR PROFESSIONAL WORKER. GUIDELINES ARE PROVIDED TO IMPROVE THE ABILITY OF AN OBJECTIVE TO FILL ITS THREE MAIN FUNCTIONS: 1) TO CLEARLY DOCUMENT AN ORGANIZATIONAL NEED; 2) TO FACILITATE PROGRESS MEASUREMENT IN FILLING THE NEED; AND 3) TO MOTIVATE WORKERS TO ACHIEVE THE DESIRED END. THE INTERPERSONAL RELATIONSHIP BETWEEN MANAGER AND EMPLOYEE IS CRUCIALLY IMPORTANT TO THE SUCCESS OF MBO AND THAT RELATIONSHIP CAN BE STRENGTHENED THROUGH JOINT OBJECTIVE SETTING. THE ABILITY TO CONVERT OBJECTIVES INTO PERFORMANCE IS DISCUSSED WITHIN VALIDATION--THE DETERMINATION THAT AN OBJECTIVE HAS A HIGH PROBABILITY OF SUCCESSFUL COMPLETION. TOOLS OF PROJECT PLANNING--PROBLEM-SOLVING MODELS, TECHNIQUES FOR RANKING ALTERNATIVE SOLUTIONS, AND NETWORK METHODS FOR PROJECT SCHEDULING--CONCLUDE THIS VOLUME.

NU A 94
AU GIEGOLD, WILLIAM C.
TI MANAGEMENT BY OBJECTIVES: A SELF-INSTRUCTIONAL APPROACH. VOLUME III: PERFORMANCE APPRAISAL AND THE MBO PROCESS.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 78.
NT 168P.; ANNOTATED BIBLIOGRAPHY P.159-161.
DE *MANAGEMENT BY OBJECTIVES, *MANAGEMENT SYSTEMS, ORGANIZATIONAL OBJECTIVES, *EMPLOYER EMPLOYEE RELATIONSHIP
AB THIS THIRD VOLUME IN A SERIES OF THREE COVERS THE PERFORMANCE APPRAISAL SYSTEM WHICH CONCENTRATES ON THE ACHIEVEMENT OF PLANNED OBJECTIVES, BUT ALSO ADMITS PERSONALITY-RELATED EVIDENCE IN THE DETERMINATION OF AN INDIVIDUAL'S OVERALL PERFORMANCE. THE CRITICAL INCIDENT APPROACH TO PERSONALITY PROBLEMS IS DESCRIBED. IT HELPS THE INDIVIDUAL CHANGE BY DESCRIBING THE PROBLEM AND ITS SOLUTION IN TERMS OF OBSERVABLE BEHAVIOR. THE METHODS AND PROBLEMS OF MEASURING PERFORMANCE ARE DISCUSSED NEXT. THE ELEMENTS OF A SOUND PERFORMANCE APPRAISAL SYSTEM ARE PRESENTED, INCLUDING THE FOUR TYPES OF EMPLOYEE CONTACTS NECESSARY FOR FULL EFFECTIVENESS: 1) DAY-TO-DAY INFORMAL CONTACTS; 2) PERIODIC PROGRESS REVIEW; 3) LESS FREQUENT OVERALL APPRAISAL OF PERFORMANCE AND POTENTIAL; AND 4) SALARY REVIEW. SEVERAL CHAPTERS PROVIDE SOME BASIC PRINCIPLES OF MOTIVATION, EMPLOYEE DEVELOPMENT, AND INTERPERSONAL COMMUNICATION. THE VOLUME CONCLUDES WITH A DISCUSSION ON RELATING PAY TO PERFORMANCE.

NU A 95
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI WORKSHOP LEADER'S GUIDE. TO ACCOMPANY: PROGRAM EVALUATION SKILLS FOR BUSY ADMINISTRATORS. REVISED ED.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY,
PORTLAND, OR.
YR 79.
NT 30P.; FIRST EDITION AVAILABLE AS ED 161 888; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADMINISTRATOR GUIDES, *EVALUATION METHODS, *PLANNING, *PROGRAM EVALUATION, *WORKSHOPS, ELEMENTARY SECONDARY EDUCATION
AB THIS GUIDE WAS DESIGNED AS PART OF A TRAINING SYSTEM FOR ADMINISTRATORS WHO ARE RESPONSIBLE FOR CONDUCTING ALL OR PART OF AN EVALUATION, OR FOR USING EVALUATION RESULTS IN PROGRAM PLANNING. THE WORKSHOP GUIDE IS SUPPLEMENTED BY THE ADMINISTRATOR'S MANUAL. THE FULL WORKSHOP INVOLVES TWELVE HOURS OF TRAINING, USUALLY PRESENTED OVER A TWO-DAY PERIOD. THE MATERIAL IS DIVIDED INTO SIX TWO-HOUR LEARNING MODULES WHICH INVOLVE: 1) DEFINING THE PURPOSES FOR EVALUATION; 2) DESCRIBING A PROGRAM OR ACTIVITY TO BE EVALUATED; 3) ESTABLISHING EVALUATION GUIDELINES; 4) PREPARING AN EVALUATION PLAN; 5) IMPLEMENTING THE EVALUATION; AND 6) REPORTING EVALUATION FINDINGS. TWELVE HANDOUTS FOR WORKSHOP PARTICIPANTS ARE APPENDED.

NU A 96
AU OWENS, THOMAS R.; EVANS, WARREN D.
TI PROGRAM EVALUATION SKILLS FOR BUSY ADMINISTRATORS. REVISED ED.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY,
PORTLAND, OR.
YR 79.
NT 73P.; FIRST EDITION AVAILABLE AS ED 161 887; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADMINISTRATOR GUIDES, *EDUCATIONAL ASSESSMENT, *EVALUATION METHODS, *PROGRAM EVALUATION
AB THIS MANUAL WAS DESIGNED FOR THE ADMINISTRATOR WHO HAS THE RESPONSIBILITY FOR CONDUCTING ALL OR PART OF AN EVALUATION OR IS RESPONSIBLE FOR USING EVALUATION RESULTS IN PROGRAM PLANNING. THE MANUAL PROVIDES STEP-BY-STEP GUIDELINES TO HELP: IDENTIFY THE PURPOSES AND AUDIENCES OF AN EVALUATION; PREPARE A BASIC DESCRIPTION OF THE PROGRAM OR ACTIVITY; REFINE EDUCATIONAL OBJECTIVES AND ESTABLISH A PRIORITY FOR THE EVALUATION OF EACH; DESCRIBE RESOURCES AND PROCESSES TO BE USED IN ACHIEVING OBJECTIVES; IDENTIFY ALTERNATIVE DECISIONS TO BE MADE ABOUT A PROGRAM; STATE EVALUATION QUESTIONS; ESTABLISH GUIDELINES SO THAT THE EVALUATION WILL BE CONSISTENT WITH THE DEMANDS OF FUNDING AGENCIES, DISTRICT POLICY, LOCAL CONCERNS, AND ETHICAL PRINCIPLES; IDENTIFY AVAILABLE RESOURCES; SPECIFY DATA SOURCES; DETERMINE APPROPRIATE MEASURES OF PROCESSES AND OUTCOMES; APPLY GUIDELINES TO MEASUREMENT INSTRUMENTS; ESTABLISH AND APPLY CRITERIA FOR THE SELECTION OF AN EVALUATION SPECIALIST; PREPARE A BASIC PLAN FOR COLLECTING, ANALYZING, AND REPORTING INFORMATION; MAKE JUDGMENTS CONCERNING TYPES AND FORMATS FOR EVALUATION REPORTING; AND USE VARIOUS TYPES OF EVALUATION FINDINGS. BIBLIOGRAPHICAL REFERENCES ARE APPENDED.

NU A 97
AU LUTHANS, FRED; MARTINKO, MARK J.
TI PRACTICE OF SUPERVISION AND MANAGEMENT, THE.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 79.
NT 556P.; GLOSSARY P.481-494.
DE *SUPERVISORY METHODS, *SUPERVISORY TRAINING, *ADMINISTRATIVE PRINCIPLES, MANAGEMENT DEVELOPMENT
AB THIS BOOK EXPLAINS AND DEMONSTRATES FUNCTIONAL SKILLS AND CONCEPTS THAT CAN MAKE SUPERVISION MORE EFFECTIVE. BASIC SUPERVISORY RESPONSIBILITIES (PLANNING, DELEGATING, ORGANIZING, STAFFING, TRAINING, CONTROLLING, DISCIPLINING AND APPRAISING) ARE CONSIDERED IN THE FIRST PART WHILE PART TWO ANALYZES THE HUMAN RELATIONS ASPECTS SUCH AS COMMUNICATING, GROUP DYNAMICS, EMPLOYEE BEHAVIOR, MOTIVATING AND LEADING. EACH CHAPTER INCLUDES SUMMARIES OF THE LEARNING CONCEPTS COVERED WITHIN IT AND APPENDED ARE CHAPTER-BY-CHAPTER SELF-REVIEW QUESTIONS FOR STUDENT/TRAINEE USE.

NU A 98
AU ROVELAND, RICHARD M.
CA NEW YORK STATE DEPARTMENT OF LABOR (ALBANY).
TI GUIDE TO CAREER AND OCCUPATIONAL INFORMATION, A. BLMI REPORT FY 1980. NO. 27.
PB NEW YORK STATE DEPARTMENT OF LABOR,
RESEARCH AND STATISTICS OFFICE,
ALBANY, NY.
YR 80.
NT ED 185 312; 47P.
DE *GUIDES, *OCCUPATIONAL INFORMATION, *CAREER DEVELOPMENT
AB THIS GUIDE PROVIDES A HANDY REFERENCE TO MAJOR SOURCES OF INFORMATION DEALING WITH CAREER PLANNING, EDUCATIONAL OPPORTUNITIES, OCCUPATIONAL SUPPLY AND DEMAND, JOB CHARACTERISTICS, AND THE JOB SEARCH. PREPARED FOR THE NEW YORK STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE, THIS DIRECTORY CONTAINS, WHENEVER POSSIBLE, SOURCES RELATING TO NEW YORK RATHER THAN MORE GENERALIZED INFORMATION. THESE 240 PUBLICATIONS THAT ARE AVAILABLE TO THE PUBLIC FROM FEDERAL AND NEW YORK AGENCIES, PUBLISHERS, ASSOCIATIONS, AND PRIVATE ORGANIZATIONS ARE DESCRIBED AND LISTED IN ALPHABETICAL ORDER. FOLLOWING THE TITLE OF EACH ITEM IS THE SOURCE OR ABBREVIATED IDENTIFIER FOR A GOVERNMENT SOURCE (A KEY IS PROVIDED). EACH ITEM IS ALSO DESIGNATED AS BEING MOST USEFUL TO ONE OR MORE OF THREE SEGMENTS OF THE CAREER INFORMATION AUDIENCE: DIRECT PARTICIPANTS IN THE LABOR MARKET (JOB OR CAREER SEEKERS); LABOR MARKET INTERMEDIARIES (COUNSELORS, JOB PLACEMENT PERSONNEL, TEACHERS); OR PLANNERS AND ADMINISTRATORS. A SUBJECT GUIDE BY TOPICS PRECEDES THE LIST OF PUBLICATIONS AND GROUPS THEM INTO THESE EIGHT AREAS: OCCUPATIONAL DEMAND; OCCUPATIONAL SUPPLY; OCCUPATIONAL CHARACTERISTICS; EDUCATION AND TRAINING; LABOR FORCE DEMOGRAPHICS AND ECONOMIC TRENDS; JOB SEARCH; CAREER AND VOCATIONAL PLANNING; AND OTHER INFORMATION (SPECIAL GROUPS AND MISCELLANEOUS).

NU A 99
AU MCCLURE, LARRY.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI CAREER EDUCATION SURVIVAL MANUAL: A GUIDEBOOK FOR CAREER EDUCATORS AND THEIR FRIENDS.
PB OLYMPUS PUBLISHING CO.,
SALT LAKE CITY, UT.
YR 75.
NT ED 107 936; 131P.; DOCUMENT NOT AVAILABLE FROM EDRS.
DE *CAREER EDUCATION, *GUIDES, BIBLIOGRAPHIES, *CAREER DEVELOPMENT
AB THE HANDBOOK WAS COMPILED TO HELP SEPARATE AND CLARIFY FOR CAREER EDUCATORS THE CONCEPTS AND ISSUES OF CAREER EDUCATION. IT IS INTENDED TO BE USED AS A REFERENCE WORK AND THE FOLLOWING SAMPLE TOPICS ARE DISCUSSED ALPHABETICALLY: A BRIEF LOOK AT YOURSELF; ARTICULATION; AWARENESS; CAREER DEVELOPMENT; CAREER EDUCATION; CAREER GUIDANCE; OCCUPATIONAL CLUSTERS; COORDINATION; DECISION MAKING; DELIVERY SYSTEMS; EMPLOYERS; FIELD TRIPS; IMPLEMENTATION; INTEGRATION; LABOR; MANPOWER PROGRAMS; MIDCAREER CHANGE; NONTRADITIONAL EDUCATION; ORGANIZATIONAL RESOURCES; PLANNING AND PROJECTING; RESEARCH AND DEVELOPMENT; STAFFING; TRAINING; VALUES AND ETHICS; WOMEN; AND WORK EXPERIENCE. WHERE APPROPRIATE, EACH TOPICAL SECTION INCLUDES REFERENCES. A COMPREHENSIVE 13-PAGE BIBLIOGRAPHY IS INCLUDED.

NU A 100
AU MONTANA, PATRICK J.; HIGGINSON, MARGARET V.
TI CAREER LIFE PLANNING FOR AMERICANS: AGENDA FOR ORGANIZATIONS AND INDIVIDUALS.
PB AMACOM (AMERICAN MANAGEMENT ASSOC.),
NEW YORK, NY.
YR 78.
NT 204P.; REFERENCES P.193-204.
DE *CAREER DEVELOPMENT, *GUIDANCE PROGRAMS
AB THIS BOOK DISCUSSES THE VARIOUS SOCIAL AND PERSONAL INFLUENCES ON CAREER LIFE PLANNING, OUR CHANGING BELIEFS AND VALUES, AND THE SPECIAL CONCERNS RELATED TO EARLY, MIDDLE, AND LATER LIFE. SELECTED PROGRAMS FOR ORGANIZATIONS AND INDIVIDUALS ENGAGED IN CAREER PLANNING ARE PRESENTED. HIGHLIGHTED ARE FUTURE AGENDAS AND RESPONSIBILITIES FOR ORGANIZATIONS AND INDIVIDUALS. A SECTION DEALS WITH SOLVING RELATED PROBLEMS IN CAREER PLANNING SUCH AS LACK OF OPPORTUNITIES, RESISTANCE TO CHANGE, AND INSUFFICIENT EDUCATION.

NU A 101
AU OSBORN, RUTH HELM.
TI DEVELOPING NEW HORIZONS FOR WOMEN.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 77.
NT 201P.; APPENDICES P.163-184, BIBLIOGRAPHY P.185-201, INCLUDES SEPARATE WORKBOOK OF EXERCISES.
DE *CAREER DEVELOPMENT, *FEMALES, *CAREER COUNSELING, BIBLIOGRAPHIES
AB A WORKBOOK OF THIRTY-EIGHT EXERCISES TO HELP WOMEN CLARIFY PERSONAL AND CAREER GOALS BY EXAMINING INDIVIDUAL INTERESTS, ABILITIES, MOTIVATION, AND EXTERNAL CULTURAL AND SOCIAL FACTORS. LIFE CHOICES FOR DEVELOPING PERSONAL POTENTIAL (INCLUDING CAREER, EDUCATION, EMPLOYMENT, AND COMMUNITY SERVICE) ARE EXAMINED TO ASSIST THE READER IN FORMULATING GOALS AND EVALUATING PLANS FOR ACHIEVING THEM. THIS BOOK IS BASED ON A GEORGE WASHINGTON UNIVERSITY COURSE BY THE SAME NAME. INCLUDES AN EXTENSIVE BIBLIOGRAPHY.

NU A 102
AU FEINGOLD, S. NORMAN.
CA APPLIED MANAGEMENT SCIENCES, INC. (SILVER SPRING, MD). B'NAI B'RITH (WASHINGTON, D.C.).
TI EXPLORATIONS; PART I, REVISED: CAREER ACTIVITIES FOR ADULT EDUCATION CLASSES.
PB APPLIED MANAGEMENT SCIENCES, INC.,
SILVER SPRING, MD.
YR 75.
NT ED 110 855; 75P.
DE *ADULT EDUCATION, *CAREER EDUCATION, *LEARNING ACTIVITIES
AB THE ADULT CAREER EDUCATION RESOURCES SURVEY WAS DESIGNED TO (A) COMPILE CAREER INFORMATION RESOURCES FOR ADULTS AND (B) PROVIDE MATERIALS THAT WILL ENCOURAGE ADULT EDUCATORS TO INTEGRATE CAREER EDUCATION ACTIVITIES INTO ONGOING CURRICULA. THE DOCUMENT WAS DEVELOPED AND REVISED BY THE SURVEY STAFF TO MEET THE SECOND OBJECTIVE; IT PROVIDES A GROUP OF FIELD-TESTED EXERCISES FOR USE BY ADULT EDUCATORS WHICH SERVE TO HELP ADULT STUDENTS BECOME FAMILIAR WITH A SPECTRUM OF CAREERS AND WHICH PERMIT INTRODUCTION OF CAREER MATERIALS INTO OTHER LEARNING CONTEXTS. FROM TWO TO SIX EXERCISES ARE PROVIDED IN EACH OF FOUR CURRICULUM AREAS: READING, WRITING, ORAL COMMUNICATION, AND CRITICAL THINKING. TO ASSIST THE TEACHER IN INTEGRATING CAREER ACTIVITIES INTO ONGOING CURRICULA, EVERY ACTIVITY INCLUDES THESE CHARACTERIZATIONS: 1) SKILLS REINFORCED BY THE ACTIVITY; 2) PERFORMANCE OBJECTIVE; 3) MATERIALS REQUIRED; 4) TIME REQUIRED; 5) A SUMMARY OF THE ACTIVITY, WHICH DESCRIBES BRIEFLY THE SUGGESTED TASKS FROM INITIATION TO COMPLETION; 6) POTENTIAL RESULTS; AND 7) POTENTIAL POPULATIONS FOR UTILIZATION. INFORMATION ON THE FIELD-TESTING OF THESE ACTIVITIES IS PROVIDED IN THE DOCUMENT.

NU A 103
AU SCHLOSSBERG, NANCY K., ET AL.
TI PERSPECTIVES ON COUNSELING ADULTS: ISSUES AND SKILLS.
PB BROOKS/COLE PUBLISHING CO.,
MONTEREY, CA.
YR 78.
NT 152P.
DE *ADULT COUNSELING, ADULT DEVELOPMENT, *COUNSELOR TRAINING, SKILL DEVELOPMENT
AB THIS BOOK IS DIRECTED AT COUNSELORS, TEACHERS, SOCIAL WORKERS, AND COMMUNITY SERVICES PERSONNEL. THERE ARE FIVE CHAPTERS WHICH DISCUSS MAJOR ISSUES AND FIVE CORRESPONDING CHAPTERS OFFERING ACTIVITIES FOR SKILLS TRAINING IN THESE AREAS. THE FIVE TOPICS DEALT WITH ARE: 1) AGE BIAS; 2) ADULTHOOD: THEMES, VIEWS; 3) ARENAS IN WHICH ADULTS OPERATE; 4) COUNSELING INTERVENTIONS; AND 5) PROGRAM PLANNING INTERVENTIONS. A BIBLIOGRAPHY IS INCLUDED.

NU A 104
CA UNIVERSITY OF SOUTHERN CALIFORNIA. COLLEGE OF CONTINUING EDUCATION (LOS ANGELES).
TI WAYS AND MEANS OF STRENGTHENING INFORMATION AND COUNSELLING SERVICES FOR ADULT LEARNERS. REPORT OF THE INTERNATIONAL SYMPOSIUM, MAY 22-27, 1977.
PB UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES, CA.
YR 77.
NT ED 169 427; 53P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT LEARNING, *COUNSELING SERVICES, *GUIDANCE PROGRAMS, POSTSECONDARY EDUCATION, STATE OF THE ART REVIEWS
AB THIS SYMPOSIUM WAS THE FIRST INTERNATIONAL MEETING TO STUDY THE PLACE OF INFORMATION, GUIDANCE AND COUNSELING SERVICES IN ADULT LEARNING. THE REPORT SUGGESTS GUIDELINES FOR ALL CONCERNED WITH THE DEVELOPMENT OF THEIR NATIONS AND SOCIETIES THROUGH PROGRAMS FOR ADULT EDUCATION. IT OPENS WITH A DISCUSSION ON SOCIO-ECONOMIC, POLITICAL-CULTURAL PATTERNS AND ASSUMPTIONS, AND THEN PRESENTS MATERIALS DEALING WITH THE RELEVANCE AND DISSEMINATION OF RESEARCH. PAPERS WHICH COVER THE EVOLUTION OF PEER COUNSELING, INFORMATION SERVICES FOR OLDER PEOPLE, GROUP COUNSELING FOR WOMEN, AND A COUNSELOR TRAINING CURRICULUM ARE ALSO INCLUDED. A BIBLIOGRAPHY OF DIRECTORIES AND MANUALS AND A PARTICIPANT LIST ARE INCLUDED.

NU A 105
CA NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (WASHINGTON, D.C.).
TI COUNSELING AND INTERVIEWING ADULT STUDENTS.
PB NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION, WASHINGTON, D.C.
YR 60.
NT ED 042 118; 24P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT COUNSELING, *ADULT STUDENTS, *COUNSELING PROGRAMS, *ADULT EDUCATORS
AB THIS BOOKLET DISCUSSES COUNSELING FOR ADULTS IN THE ADULT SCHOOL--EITHER BY GUIDANCE OFFICIALS OR BY THE TEACHER. THE TYPICAL COUNSELOR INTERVIEWS STUDENTS, FUNCTIONS AT GROUP MEETINGS, DOES COOPERATIVE PLACEMENT WORK, TRAINS OTHER STAFF, KEEPS RECORDS, AND GIVES TESTS. WHEN THE TEACHER ACTS AS COUNSELOR, HE MUST RELATE TEACHING GOALS TO GUIDANCE OBJECTIVES. THE EFFECTIVE COUNSELOR MAKES ADVANCE PREPARATION, LISTENS CAREFULLY, ASKS ONE QUESTION AT A TIME, IS SENSITIVE TO HELPFUL CLUES IN THE PATTERN OF QUESTIONS AND ANSWERS, UNDERSTANDS NONVERBAL COMMUNICATIONS, AND IS FRIENDLY AND INTERESTED. (A CHECKLIST FOR TEACHERS OF ADULTS AND A CHECKLIST FOR STUDENTS ARE INCLUDED.)

NU A 106
AU IRONSIDE, DIANA J.; JACOBS, DORENE E.
TI TRENDS IN COUNSELING AND INFORMATION SERVICES FOR THE ADULT LEARNER.
PB ONTARIO INSTITUTE FOR STUDIES IN EDUCATION,
TORONTO, ONTARIO.
YR 77.
NT ED 143 332; 105P.; OCCASIONAL PAPERS 17; DOCUMENT NOT AVAILABLE FROM EDRS.
DE *ADULT COUNSELING, *ANNOTATED BIBLIOGRAPHIES, *COUNSELING SERVICES, *STATE OF THE ART REVIEWS
AB THIS REVIEW OF THE LITERATURE ON THE TOPIC OF COUNSELING AND INFORMATION SERVICES FOR ADULT LEARNERS WAS COMMISSIONED BY UNESCO IN AUTUMN 1974. TOPICS ADDRESSED INCLUDE: 1) SOCIAL CONTEXT OF ADULT EDUCATION IN THE 1970'S; 2) NEED FOR SERVICES; 3) TRENDS IN COUNSELING; 4) TRENDS IN INFORMATION SERVICES; 5) SERVICES TO WOMEN AND THE DISADVANTAGED; AND 6) INNOVATIONS IN THE FIELD. AN EXTENSIVE ANNOTATED BIBLIOGRAPHY COVERS THE ABOVE TOPICS AS WELL AS VOCATIONAL AND CAREER COUNSELING; SERVICES TO FAMILIES, SINGLE MEN, PROFESSIONALS, THE AGED, AND HANDICAPPED; AND NONTRADITIONAL FORMS OF LEARNING.

NU A 107
AU LENZ, ELINOR; SHAEVITZ, MARJORIE HANSEN.
TI SO YOU WANT TO GO BACK TO SCHOOL: FACING THE REALITIES OF REENTRY.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 77.
NT 252P.
DE *REENTRY STUDENTS, *ADULT STUDENTS, NONTRADITIONAL STUDENTS, HIGHER EDUCATION
AB A PRACTICAL INTRODUCTION TO ADULT REENTRY PROBLEMS WRITTEN FOR THE POTENTIAL COLLEGE RETURNEE BUT OF VALUE TO COUNSELORS AND MENTORS. THIS BOOK OFFERS SUGGESTIONS FOR CLARIFYING PERSONAL REASONS FOR RETURNING, CHOOSING A SCHOOL AND CURRICULUM, AND GETTING ACCEPTED. ADVICE ON COPING WITH AGE DIFFERENCES, FINANCIAL AND RELATIONSHIP STRESS IS PLAINLY WRITTEN. APPENDICES LIST SOURCES OF FINANCIAL AID AND USEFUL AGENCIES AND ASSOCIATIONS.

NU A 108
AU APPS, JEROLD W.
TI STUDY SKILLS: FOR THOSE ADULTS RETURNING TO SCHOOL.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 78.
NT 237P.
DE *STUDY SKILLS, *ADULT STUDENTS, REENTRY STUDENTS, *STUDY GUIDES, SKILL DEVELOPMENT, NONTRADITIONAL STUDENTS
AB THIS BOOK IS WRITTEN FOR ADULTS RETURNING TO COLLEGE OR GRADUATE SCHOOL BUT IS RELEVANT FOR ADULTS RETURNING TO ANY KIND OF STRUCTURED EDUCATIONAL SITUATION. CHAPTERS SUMMARIZE HOW TO: IMPROVE NOTE TAKING, LISTENING SKILLS, READING, WRITING AND THINKING ABILITIES; BUILD VOCABULARY; AND USE RESOURCES LIKE LIBRARIES AND AGENCIES MORE EFFECTIVELY.

NU A 109
AU SHAW, MALCOLM E., ET AL.
TI ROLE PLAYING: A PRACTICAL MANUAL FOR GROUP FACILITATORS.
PB UNIVERSITY ASSOCIATES,
SAN DIEGO, CA.
YR 80.
NT 202P.
DE *COUNSELING TECHNIQUES, *GROUP COUNSELING, COMMUNICATIONS, GUIDES
AB ROLE PLAYING DEVELOPS HUMAN RELATIONS SKILLS AND IS A USEFUL COUNSELING TECHNIQUE FOR TEACHERS, COUNSELORS, SUPERVISORS, GROUP FACILITATORS, ADMINISTRATORS, AND COMMUNITY AFFAIRS PERSONNEL. THIS PRACTICAL GUIDE IS DIVIDED INTO THREE SECTIONS: 1) BACKGROUND - EXPLAINS THE MEANING AND PURPOSE OF ROLE PLAYING; 2) TECHNIQUES - HOW TO PROCEED AND WHAT TO WATCH OUT FOR; AND 3) APPLICATIONS - CONTEXT WHERE THIS PROCEDURE IS EFFECTIVE FOR TRAINING, COMMUNICATION, AND EVALUATION. SAMPLE ROLE PLAYING CASES ARE INCLUDED TO EXEMPLIFY VARIOUS KINDS OF FORMAT, STRUCTURE, AND FOCUS.

NU A 110
AU MAIER, NORMAN R.F., ET AL.
TI ROLE-PLAY TECHNIQUE, THE: A HANDBOOK FOR MANAGEMENT AND LEADERSHIP PRACTICE.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 75.
NT 290P.
DE *COUNSELING TECHNIQUES, *LEADERSHIP TRAINING, *MANAGEMENT DEVELOPMENT, LEARNING ACTIVITIES
AB A GUIDE FOR TRAINING SUPERVISORS AND MANAGERS BY PROVIDING SKILLS PRACTICE AND DISCUSSION OPPORTUNITIES THROUGH ROLE PLAYING. THIS MANUAL PRESENTS TWENTY ROLE PLAY SITUATIONS WITH INSTRUCTIONS ON HOW TO FOCUS ON THE PROBLEM PRESENTED, ROLE PLAY PROCEDURE, BACKGROUND INSTRUCTIONS, ANALYSIS OF THE FINDINGS, EVALUATION OF POSSIBLE SOLUTIONS, INSTRUCTIONS FOR OBSERVERS, COMMENTS, AND IMPLICATIONS. THIS IS A REVISED VERSION OF "SUPERVISORY AND EXECUTIVE DEVELOPMENT: A MANUAL FOR ROLE PLAYING."

NU A 111
AU KIRSCHENBAUM, HOWARD.
TI ADVANCED VALUE CLARIFICATION.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 77.
NT 187P.; ANNOTATED BIBLIOGRAPHY P.153-187.
DE *VALUES EDUCATION, *COUNSELOR TRAINING, *COUNSELING TECHNIQUES
AB THIS BOOK IS DIRECTED AT ANYONE WHO TRAINS PEOPLE TO USE VALUE CLARIFICATION OR WHO RUNS CLASSES AND WORKSHOPS. THE INFORMATION INCLUDED HERE IS ALSO RELEVANT TO TEACHERS AND PARENTS. VALUE CLARIFICATION THEORY AND RESEARCH IS EXPLORED. DEVELOPING WORKSHOP AND CLASSROOM DESIGNS AND INTEGRATING THEM INTO THE SCHOOL CURRICULUM ARE THE SUBJECTS OF CHAPTERS TWO AND THREE. A BRIEF SECTION SURVEYS THE PAST, PRESENT, AND FUTURE OF THIS COUNSELING TECHNIQUE. APPENDED IS AN ANNOTATED BIBLIOGRAPHY FROM 1965-1975 AND REFERENCES ARE PROVIDED THROUGHOUT.

NU A 112
AU SMITH, MAURY.
TI PRACTICAL GUIDE TO VALUE CLARIFICATION, A.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 77.
NT 322P.; ANNOTATED BIBLIOGRAPHY P.317-322.
DE *VALUES EDUCATION, *COUNSELOR TRAINING, COUNSELING TECHNIQUES, GUIDES
AB THIS BOOK IS INTENDED FOR EDUCATORS, COUNSELORS, GROUP FACILITATORS, AND PEOPLE INVOLVED IN HUMAN RELATIONS TRAINING WITH THE PURPOSE OF ENABLING FACILITATORS TO DEVELOP THEIR OWN VALUE-CLARIFICATION DESIGNS. THE BASIC THEORY OF VALUE CLARIFICATION IS EXPLAINED IN CHAPTER ONE. CHAPTER TWO CONTAINS TWENTY-NINE ACTIVITIES TO HELP THE FACILITATOR DESIGN ACTIVITIES AND APPROACHES. DESIGN CONSIDERATIONS AND AN EVALUATION CHECKLIST ARE INCLUDED IN CHAPTER THREE. THE FINAL CHAPTER INCLUDES BACKGROUND READINGS AND AN ANNOTATED BIBLIOGRAPHY.

NU A 113
AU CARNEY, CLARKE G., ED.; MCMAHON, SARAH LYNNE, ED.
TI EXPLORING CONTEMPORARY MALE/FEMALE ROLES: A FACILITATOR'S GUIDE.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 77.
NT 276P.; BIBLIOGRAPHIES.
DE *SEX STEREOTYPES, *GROUP COUNSELING
AB THIS BOOK IS A COLLECTION OF ACTIVITIES AND READINGS INTENDED AS A RESOURCE FOR FACILITATORS WORKING WITH ANY GROUP OF INDIVIDUALS WHO MAY WISH TO CLARIFY THEIR SEX-ROLE IDENTITIES AND/OR WHO ARE STRUGGLING WITH OTHER PEOPLE'S SEX-ROLE EXPECTATIONS FOR THEM. INCLUDED ARE 24 STRUCTURED EXPERIENCES, 4 INSTRUMENTS TO MEASURE SEX-ROLE ATTITUDES, AND 10 READINGS.

NU A 114
AU BUTLER, MATILDA.
TI SEX STEREOTYPING IN INSTRUCTIONAL MATERIALS AND TELEVISION: AWARENESS KIT.
PB WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN),
SAN FRANCISCO, CA.
YR 78.
NT ED 168 548; 51P.
DE *TELEVISION, *INSTRUCTIONAL MATERIALS, *SEX STEREOTYPES, BIBLIOGRAPHIES, GUIDES, *SEX DISCRIMINATION
AB THIS AWARENESS KIT PROVIDES INFORMATION ON THE PORTRAYALS OF WOMEN AND MEN IN TWO MEDIA--INSTRUCTIONAL MATERIALS AND TELEVISION; DISCUSSES HOW TO EVALUATE AND CHOOSE THE BEST MEDIA MATERIALS FROM THOSE THAT EXIST; RECOMMENDS ACTIONS THAT WILL HELP TO ELIMINATE SEX STEREOTYPING IN INSTRUCTIONAL MATERIALS AND TELEVISION; AND SUGGESTS AN APPROACH TO TEACHING CHILDREN HOW TO BE AWARE OF SEX STEREOTYPING IN THE MEDIA SO THEY CAN BETTER COUNTER IT THEMSELVES. RECOGNIZING THAT SEX IS ONLY ONE BASIS FOR STEREOTYPING, WAYS OF DEVELOPING AN AWARENESS OF OTHER STEREOTYPES IN MEDIA MESSAGES ARE SUGGESTED WHENEVER POSSIBLE. REFERENCES AND A SELECTED BIBLIOGRAPHY ARE INCLUDED, AS WELL AS SAMPLE CHECKLISTS AND EXAMPLES OF GUIDELINES.

NU A 115
AU SCHONBORN, BARBARA G.; O'NEIL, MARY L.
TI SEX EQUALITY IN VOCATIONAL EDUCATION: A CHANCE FOR EDUCATORS TO EXPAND OPPORTUNITIES FOR STUDENTS.
PB WOMEN EDUCATION EQUITY COMMUNICATIONS NETWORK (WEECN), SAN FRANCISCO, CA.
YR 78.
NT 31P.
DE *VOCATIONAL EDUCATION, *FEMALES, *EQUAL EDUCATION, SEX DISCRIMINATION
AB WRITTEN FOR SCHOOL SUPERINTENDENTS, PRINCIPALS, DEANS, COUNSELORS, TEACHERS, AND ADMINISTRATORS OF VOCATIONAL EDUCATION PROGRAMS, THIS PUBLICATION ADDRESSES THE PROBLEMS CREATED BY SEX DISCRIMINATION. IT DESCRIBES LEGISLATION RELATING TO SEX DISCRIMINATION AND INCLUDES INFORMATION ABOUT TRAINING PROGRAMS AND CURRICULAR MATERIALS TO FURTHER THE CAUSE OF SEX EQUALITY IN VOCATIONAL EDUCATION. LISTED ARE PRINT, NONPRINT, AND HUMAN RESOURCES FOR SCHOOL PERSONNEL.

NU A 116
AU TITTLE, CAROL KEHR.
CA ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION (PRINCETON, NJ). WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN), (SAN FRANCISCO, CA).
TI SEX BIAS IN TESTING: A REVIEW WITH POLICY RECOMMENDATIONS.
PB WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN), SAN FRANCISCO, CA.
YR 78.
NT ED 164 623; 58P.
DE *TESTING, *SEX DISCRIMINATION, *STATE OF THE ART REVIEWS, *APTITUDE TESTS
AB EDUCATIONAL ACHIEVEMENT TESTS, CAREER INTEREST INVENTORIES, AND APTITUDE TESTS ARE REVIEWED FOR EXAMPLES OF SEX BIAS AND CHANGES IN POLICY CONCERNING THE USE OF THESE TESTS ARE SUGGESTED. THESE SUGGESTIONS ARE WITHIN THE AUTHORITY AND RESPONSIBILITY OF LOCAL AND STATE EDUCATIONAL ADMINISTRATORS, TEACHERS, COUNSELORS, PARENTS, AND STUDENTS. THE AUTHOR CONCLUDES THAT GUIDELINES CONCERNING THE REVIEW, SELECTION, USE, AND INTERPRETATION OF TESTS ARE ESPECIALLY NEEDED FOR POLICY MAKERS SINCE EDUCATIONAL TESTS ARE NEITHER INHERENTLY SEX FAIR NOR SEX BIASED. SOURCES OF GUIDELINES FOR EVALUATING THE FAIRNESS AND THE USE OF A TEST ARE DISCUSSED, AS WELL AS GENERAL PROFESSIONAL STANDARDS FOR TEST CONSTRUCTION. A NUMBER OF EXAMPLES FROM ACTUAL TEST ITEMS ILLUSTRATE CASES OF BIAS AGAINST FEMALES--IN ACHIEVEMENT TESTS, MALE CHARACTERS ARE MENTIONED MORE OFTEN AND IN MORE ACTIVE ROLES; CAREER INTEREST INVENTORIES HAVE SEPARATE MALE AND FEMALE SCALES AND NORMS RESULTING IN DISPROPORTIONATE COUNSELING ABOUT CAREER OPTIONS; AND APTITUDE TESTS MAY BE WRITTEN AND INTERPRETED ACCORDING TO SEX ROLE STEREOTYPES. MORE STRINGENT GUIDELINES FOR TEST SELECTION ARE STRONGLY RECOMMENDED WHENEVER SELECTION TESTS RESULT IN ADVERSE IMPACT. A BIBLIOGRAPHY IS APPENDED.

NU A 117
AU WHEAT, VALERIE; NIEBEL, CHRISTIE.
TI APPRENTICESHIP AND OTHER BLUE COLLAR JOB OPPORTUNITIES FOR WOMEN.
PB WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN), SAN FRANCISCO, CA.
YR 78.
NT ED 167 741; 34P.; PHOTOGRAPHS IN THIS DOCUMENT WILL NOT REPRODUCE WELL.
DE *APPRENTICESHIPS, *BLUE COLLAR OCCUPATIONS, *FEMALES, SEX DISCRIMINATION
AB DESIGNED TO INFORM INDIVIDUAL WOMEN AND OCCUPATIONAL COUNSELORS OF BLUE COLLAR JOBS AND TRAINING OPPORTUNITIES FOR WOMEN IN CONSTRUCTION AND INDUSTRY, THIS GUIDE ATTEMPTS TO ANSWER THE QUESTIONS: WHAT IS BLUE COLLAR WORK? WHAT IS APPRENTICESHIP AND ARE THERE ENTRANCE REQUIREMENTS? HOW DO I GO ABOUT FINDING A BLUE COLLAR JOB OR GETTING INTO AN APPRENTICESHIP PROGRAM? AND FINALLY, IS BLUE COLLAR WORK FOR ME? THE GUIDE ALSO INCLUDES SECTIONS ON WHAT TO EXPECT ON THE JOB, PROBLEMS WOMEN CRAFTS WORKERS HAVE ENCOUNTERED, HISTORY OF WOMEN IN THE SKILLED TRADES, AND PROFILES OF BLUE COLLAR WOMEN. A SECTION ON RESOURCE GROUPS AND ORGANIZATIONS LISTS NATIONAL AND LOCAL SOURCES OF ASSISTANCE. A BIBLIOGRAPHY INDICATES WHERE TO LEARN MORE ABOUT TRADES OPPORTUNITIES AND ABOUT REAL LIFE STORIES OF WOMEN WORKING IN THE SKILLED TRADES. WRITTEN IN A CONVERSATIONAL TONE, MANY OF THE SECTIONS CONTAIN PRACTICAL TIPS; FOR EXAMPLE, "GO TO THE JOB SITE LOOKING LIKE YOU ARE READY TO WORK (WORK CLOTHES, BOOTS, ETC.)." THE GUIDE INCLUDES TABLES, GRAPHS, PHOTOGRAPHS, AND A SKILLS ASSESSMENT CHECKLIST.

NU A 118
AU COSTICK, RITA M., COMP., ET AL.
TI NONSEXIST CAREER COUNSELING FOR WOMEN: ANNOTATED SELECTED REFERENCES AND RESOURCES. PART I.
PB FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, SAN FRANCISCO, CA.
YR 78.
NT ED 158 212; 31P.
DE *CAREER COUNSELING, *FEMALES, *WOMENS EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *SEX STEREOTYPES
AB THIS TWO-PART BIBLIOGRAPHY ON NONSEXIST CAREER COUNSELING FOR WOMEN IS DESIGNED TO PROVIDE RESOURCES FOR COUNSELORS, COUNSELOR EDUCATORS, TEACHERS, AND OTHERS DESIRING TO FACILITATE POSITIVE, NONSTEREOTYPED CAREER AWARENESS AND DEVELOPMENT OF WOMEN AT SECONDARY AND POSTSECONDARY EDUCATIONAL LEVELS. ADOLESCENT AND ADULT WOMEN SEEKING CAREER COUNSELING RESOURCES SHOULD ALSO FIND SPECIFIC SECTIONS USEFUL. THE MATERIALS WERE SELECTED PRIMARILY FOR THEIR DIRECT RELEVANCE TO WOMEN'S EDUCATIONAL EQUITY IN THE REALM OF CAREER COUNSELING, FOR THEIR RECENCY, AND FOR THEIR ACCESSIBILITY TO POTENTIAL USERS. THE FIRST PART, PRESENTED HERE, CONTAINS INFORMATION ON COUNSELOR TRAINING AND PROFESSIONAL DEVELOPMENT, COUNSELING RESOURCES, CAREER INTEREST MEASUREMENTS, AND MINORITY WOMEN. THE SECTION ON MINORITY WOMEN IS PRIMARILY A COMPILATION OF THE ENTRIES RELATED TO MINORITY WOMEN FOUND IN OTHER SECTIONS THROUGHOUT THE TWO-PART BIBLIOGRAPHY ON CAREER COUNSELING.

NU A 119
AU CIRKSENA, KATHY, COMP., ET AL.
TI CONTINUING EDUCATION: REENTRY AND THE MATURE WOMAN--ANNOTATED SELECTED REFERENCES AND RESOURCES. BIBLIOGRAPHY SERIES: 2.
PB WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN), BETHESDA, MD.
YR 77.
NT ED 155 349; 26P.
DE *ANNOTATED BIBLIOGRAPHIES, *EQUAL EDUCATION, *REENTRY STUDENTS, *WOMENS EDUCATION, SEX DISCRIMINATION
AB THIS BIBLIOGRAPHY, SECOND IN A SERIES OF THREE TO BE ISSUED BY THE WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN), CONTAINS NINETY-THREE SELECTED INFORMATION RESOURCES (ARTICLES, PAPERS, SEPARATELY PUBLISHED BIBLIOGRAPHIES, AND MONOGRAPHS) IN THE AREA OF CONTINUING EDUCATION AND THE REENTRY WOMAN. THESE MATERIALS ARE GROUPED INTO SIX SECTIONS AS FOLLOWS: 1) OVERVIEWS AND BIBLIOGRAPHIES; 2) THE MATURE WOMAN STUDENT; 3) COUNSELING RESOURCES; 4) PROGRAM DEVELOPMENT; 5) SPECIFIC PROGRAMS; AND 6) WOMEN'S EDUCATIONAL EQUITY ACT PROJECTS. EACH CITATION INCLUDES THE TITLE, AUTHOR(S), PUBLISHER OR JOURNAL, PUBLICATION DATE, PAGES, SOURCE, COST, AND ANNOTATION.

NU A 120
AU CIRKSENA, KATHY, COMP., ET AL.
TI WOMEN'S EDUCATIONAL EQUITY: ANNOTATED SELECTED REFERENCES AND RESOURCES. BIBLIOGRAPHY SERIES: 1.
PB FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, SAN FRANCISCO, CA.
YR 77.
NT ED 151 281; 21P.
DE *ANNOTATED BIBLIOGRAPHIES, *LITERATURE REVIEWS, *WOMENS EDUCATION, EQUAL EDUCATION
AB INTENDED TO PROVIDE AN OVERVIEW OF AVAILABLE RESOURCES, THE ANNOTATED BIBLIOGRAPHY CONTAINS 88 REFERENCES TO MAJOR RESOURCES ON WOMEN AND EDUCATION. MOST ENTRIES WERE PUBLISHED DURING THE 1970'S. THE BIBLIOGRAPHY IS DESIGNED FOR SCHOOL PERSONNEL, RESEARCHERS, PARENTS, CITIZENS, AND MEMBERS OF WOMEN'S ORGANIZATIONS WHO WANT TO KNOW WHAT PROGRAMS, SERVICES, AND MATERIALS ARE AVAILABLE TO OVERCOME SEXISM. IT IS PRESENTED IN FOUR PARTS. PART ONE LISTS 63 RESOURCES, ALPHABETICALLY BY TITLE, WHICH ARE BOOKS, REPORTS, OR BIBLIOGRAPHIES. THESE INCLUDE BIBLIOGRAPHIES OF BLACK AND CHICANO WOMEN, A RESEARCH GUIDE TO WOMEN'S ISSUES, AND A GUIDE TO NON-SEXIST CHILDREN'S BOOKS. THE BOOKS ARE GROUPED ACCORDING TO GENERAL EDUCATIONAL LEVEL OR A COMPREHENSIVE OVERVIEW. PART TWO PRESENTS FIVE JOURNALS ABOUT RESEARCH AND WOMEN'S STUDIES. PART THREE IDENTIFIES 13 NEWSLETTERS AND RESOURCE PUBLICATIONS. PART FOUR DESCRIBES SEVEN LIBRARY COLLECTIONS EMPHASIZING WOMEN, THEIR HISTORY, AND RELEVANT SOCIAL AND POLITICAL ISSUES.

NU A 121
AU DINNAN, JAMES A.; ULMER, CURTIS, ED.
TI TEACHING READING TO THE DISADVANTAGED ADULT.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 71.
NT 48P.
DE *ADULT BASIC EDUCATION, *DISADVANTAGED, *READING INSTRUCTION, LEARNING PROCESSES, TEACHING GUIDES
AB THIS MANUAL IS DESIGNED TO ASSESS THE BACKGROUND OF THE INDIVIDUAL AND TO BRING HIM TO THE STAGE OF UNLOCKING THE SYMBOLIC CODES CALLED READING AND MATHEMATICS. THE MANUAL BEGINS WITH INTRODUCTION TO A SYMBOLIC CODE (THE THINKING PROCESS AND THE KEY TO LEARNING BASIS), AND CONTINUES WITH BASIC READING SKILLS (READINESS, VISUAL DISCRIMINATION, AUDITORY DISCRIMINATION, WRITING VISUAL-MOTOR COORDINATION, AND WRITTEN SYMBOLIC CODE-MATHEMATICS). A DISCUSSION IS THEN PRESENTED OF COMPREHENSION (OPERATIONS OF THE INTELLECT, STIMULUS CONTENT THROUGH THE SENSES, PRODUCTS (INTERNAL), AND COMPREHENSION OF THE READING MATERIAL). THE FINAL SECTION OF THE DISCUSSION CONCERNS ORGANIZING AN ADULT GROUP FOR INSTRUCTION (POSSIBLE MATERIAL FOR ADULTS, AND PHYSICAL TESTING). TWO APPENDICES PRESENT THE FOLLOWING: A) POSITIONAL REFERENCES AND VOLUME REFERENCES; AND B) ORAL LANGUAGE EXAM AND ORAL LANGUAGE EXAM A. A SELECTED BIBLIOGRAPHY IS PROVIDED.

NU A 122
AU BURRICHTER, ARTHUR W.; ULMER, CURTIS, ED.
TI SPECIAL TECHNIQUES THAT WORK IN TEACHING THE CULTURALLY DEPRIVED.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 40P.; BIBLIOGRAPHY P.39-40.
DE *TEACHING SKILLS, *TEACHING METHODS, *DISADVANTAGED, *CULTURAL AWARENESS
AB THIS BOOKLET WILL HELP THE ADULT EDUCATOR UNDERSTAND CULTURAL DIFFERENCES, THEIR EFFECTS ON LEARNING PERCEPTIONS, AND WHAT EDUCATORS CAN DO TO BREAK DOWN LEARNING BARRIERS OF THE CULTURALLY DEPRIVED AND THE TEACHING BARRIERS OF EDUCATORS. CONTENTS INCLUDE: BREAKING OLD HABITS (ATTITUDES, MISCONCEPTIONS); DESCHOOLING (PRACTICAL ALTERNATIVES, PROBLEMS, SEX-RELATED CULTURAL EXPECTATIONS); ADULT EDUCATION PRACTICE (TECHNIQUES, COURSES, INDIVIDUALIZED READING KITS); UNDERSTANDING CULTURAL DIFFERENCES, NEW THOUGHTS (SELF IMAGE, ASSUMPTIONS); HELPING PEOPLE UNDERSTAND WHO THEY ARE; AND TRANSACTIONAL ANALYSIS (ROLE PLAYING, ENCOUNTER GROUPS).

NU A 123
AU NEFF, MONROE C.; PATERNO, ELAINE T.
TI USING REAL LIFE MATERIALS FOR THE CULTURALLY DISADVANTAGED.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 61P.
DE *INSTRUCTIONAL MATERIALS, *DISADVANTAGED, BASIC SKILLS, *ADULT BASIC EDUCATION, *CULTURAL AWARENESS
AB THIS BOOK DESCRIBES USING "CROSS-CULTURAL INSTRUCTIONAL MATERIALS" IN NON-THREATENING AND INTERESTING WAYS TO TEACH ADULTS OF DIFFERENT CULTURES PRACTICAL KNOWLEDGE THAT WILL ENABLE THEM TO OPERATE EFFECTIVELY IN BOTH CULTURES. THIS SUPPLEMENTAL RESOURCE FOR ADULT BASIC EDUCATION PROGRAMS USES PLAYING CARDS, DOMINOES, DICE, LIQUID CONTAINERS, X- AND R-RATED MOVIES, TELEVISION, RADIO, AND THE PHONE BOOK. THE LEARNING EXPERIENCES PRESENTED FOCUS ON HUMAN INTERACTION, COMMUNICATIONS, TEACHING READING, WRITING, EVALUATING THE MEDIA, TEACHING MATH (ADDITION, SUBTRACTION, MULTIPLICATION), DIVISION AND ISOLATED CONCEPTS (I.E., ODD AND EVEN NUMBERS, CUBING, SPATIAL RELATIONSHIPS).

NU A 124
AU OSBORN, M., ET AL.
TI REVIEW OF EXISTING RESEARCH IN ADULT AND CONTINUING EDUCATION. VOLUME III: THE DISADVANTAGED.
PB NATIONAL INSTITUTE OF ADULT EDUCATION,
LEICESTER, UK.
YR 80.
NT 100P.; REFERENCES THROUGHOUT.
DE *DISADVANTAGED, *ADULT EDUCATION, *CONTINUING EDUCATION, *LITERATURE REVIEWS, RESEARCH REPORTS
AB THIS REPORT SUMMARIZES AND INTERPRETS RESEARCH CARRIED OUT AND DESCRIBED BY OTHERS. CHAPTER 1 DESCRIBES THE DISADVANTAGED AND THE PROGRAMS VARIOUS COMMUNITY, QUASI-GOVERNMENTAL, AND SCHOOL ORGANIZATIONS HAVE FOR MEETING THEIR PARTICULAR NEEDS. DISADVANTAGED GROUPS ARE DIVIDED INTO THE SOCIALLY DISADVANTAGED (GEOGRAPHICALLY ISOLATED, IMMIGRANTS, MINORITIES, PRISONERS, SUB-LITERATES), PHYSICALLY HANDICAPPED, MENTALLY HANDICAPPED, WOMEN AND SINGLE PARENTS, AND GYPSIES. THIS REPORT DETAILS RECOMMENDATIONS FOR INCREASING EDUCATIONAL RESPONSIVENESS, SUGGESTS THE NEED FOR ALTERNATIVES TO TRADITIONAL PROCEDURES, NOTES SPECIAL ISSUES THAT HAVE NOT BEEN PROPERLY ADDRESSED, AND POINTS OUT AREAS WHERE RESEARCH IS INADEQUATE.

NU A 125
AU ULMER, CURTIS; LUKE, ROBERT A., ED.
TI TEACHING THE DISADVANTATED ADULT.
PB NATIONAL ASSOCIATION FOR PUBLIC CONTINUING & ADULT EDUCATION, WASHINGTON, D.C.
YR 69.
NT 100P.; ORIGINALLY PUBLISHED BY GA. STATE DEPARTMENT OF EDUCATION.
DE *EDUCATIONALLY DISADVANTAGED, *DISADVANTAGED, *ADULT STUDENTS, TEACHING GUIDES, STUDENT TEACHER RELATIONSHIP
AB ADULT BASIC EDUCATION STUDENTS ARE CHARACTERISTICALLY MINORITIES OR POOR WHITES WHO ARE EDUCATIONALLY, SOCIALLY, ECONOMICALLY, AND CULTURALLY DISADVANTAGED. THIS BOOK WAS WRITTEN TO HELP ABE TEACHERS UNDERSTAND THE BACKGROUND DIFFERENCES OF DISADVANTAGED STUDENTS AND USE THIS UNDERSTANDING TO ORGANIZE APPROPRIATE ABE PROGRAMS. THE AUTHOR DISCUSSES WHAT MAKES A SUCCESSFUL ABE TEACHER, WHAT'S DIFFERENT ABOUT TEACHING ADULTS, AND WHAT'S DIFFERENT ABOUT ABE STUDENTS. GETTING COMMUNITY ASSISTANCE, TEACHING COMMUNICATIONS, READING AND ARITHMETIC, WHAT CAN BE EXPECTED OF AN ABE PROGRAM, AND HOW TO EVALUATE TEACHER AND STUDENT EFFORTS ARE ALL EXAMINED. INCLUDES A SELECTIVE BIBLIOGRAPHY.

NU A 126
AU LONG, HUEY B.; ULMER, CURTIS, ED.
TI PHYSIOLOGY OF AGING, THE: HOW IT AFFECTS LEARNING.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 48P.; BIBLIOGRAPHY P.46-47.
DE *OLDER ADULTS, LEARNING PROCESSES, *ADULT EDUCATION, *GERONTOLOGY
AB AGING PRODUCES BOTH PUBLIC (VISIBLE) AND PRIVATE CHANGES WITHIN AN INDIVIDUAL AND THIS BOOKLET DESCRIBES HOW THESE ALTER ADULT BEHAVIOR AND FUNCTIONING. THE PHYSIOLOGICAL CHANGES THAT AFFECT THE SENSES AND THE MUSCULAR-SKELETAL SYSTEM ARE REVIEWED. A SUMMARY IS GIVEN OF THE MENTAL AND PHYSICAL HEALTH PROBLEMS AND MAJOR PHYSICAL CHANGES. PROGRAMMING, INSTRUCTIONAL PROCEDURES, AND CONTENT THAT CAN MITIGATE THE NEGATIVE IMPACT OF AGING BY EMPHASIZING INDIVIDUAL UNIQUENESS AND COMPENSATING FOR LIFESTYLE AND LEARNING CHANGES ARE EXAMINED.

NU A 127
AU LONG, HUEY B.; ULMER, CURTIS, ED.
TI PSYCHOLOGY OF AGING, THE: HOW IT AFFECTS LEARNING.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 64P.; GLOSSARY AND BIBLIOGRAPHY P.62-64.
DE *LEARNING PROCESSES, *OLDER ADULTS, *GERONTOLOGY
AB THIS BOOKLET GIVES A BRIEF SUMMARY OF THE PSYCHOLOGICAL COMPLEXITIES OF AGING, HOW THEY AFFECT LEARNING, AND IMPLICATIONS FOR ADULT EDUCATION. TO EFFECTIVELY DESIGN PROGRAMS, ADULT EDUCATORS MUST VISUALIZE ADULT LEARNING AS AN INTERACTIVE EXPERIENCE. SEVEN AREAS OF AGING PSYCHOLOGY ARE SUMMARIZED: 1) PERCEPTUAL ABILITIES; 2) INTELLIGENCE; 3) MOTIVATION; 4) VALUES AND INTERESTS; 5) SOCIAL ROLES THROUGH LIFE; 6) PERSONALITY AND PERSONAL ADJUSTMENT; AND 7) AGE-RELATED PHYSICAL CHANGES WITH PSYCHOLOGICAL SIGNIFICANCE. INCLUDED IS AN APPENDIX WITH DEMOGRAPHIC STATISTICS, A GLOSSARY, AND A BIBLIOGRAPHY.

NU A 128
AU SMITH, ERIC C.; NAMIE, DAVID J.
TI INVOLVING THE SENIOR CITIZEN.
SE COMMUNITY EDUCATION HOW TO SERIES.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 77.
NT 38P.
DE *OLDER ADULTS, *RECRUITMENT, RESOURCE MATERIALS, VOLUNTEERS, *COMMUNITY PROGRAMS
AB THE AUTHORS EXPLORE WHAT IT MEANS TO BE ELDERLY, WHAT SPECIAL NEEDS SENIOR CITIZENS HAVE, AND HOW COMMUNITY EDUCATORS AND LEADERS CAN ENCOURAGE THEIR PARTICIPATION IN COMMUNITY LIFE. A PROGRAM DEVELOPMENT MODEL DESCRIBES PROGRAMMING TECHNIQUES, ESTABLISHING COMMUNICATION, RECRUITMENT, INVOLVEMENT, AND EDUCATOR QUALIFICATIONS. THE LAST HALF OF THIS BOOKLET IS A RESOURCE GUIDE TO STATE OFFICES ON AGING, RETIREMENT ASSOCIATIONS, READINGS, FILMS, TAPES, AND FEDERAL PROGRAMS.

NU A 129
AU FINCH, CALEB E., ED.; HAYFLICK, LEONARD, ED.
TI HANDBOOK OF THE BIOLOGY OF AGING.
PB VAN NOSTRAND REINHOLD CO.,
NEW YORK, NY.
YR 77.
NT 771P.; REFERENCES THROUGHOUT; INDEXES (AUTHOR, SUBJECT).
DE *OLDER ADULTS, *GERONTOLOGY, *BIOMEDICINE
AB REVIEWED HERE IS THE STATUS OF BIOLOGICAL RESEARCH IN GERONTOLOGY AND PRESENTED IS A TECHNICAL AND BROAD DISCUSSION OF THE BIOLOGICAL ASPECTS OF AGING STARTING AT THE CELLULAR LEVEL AND PROGRESSING TO THE ORGANISM AS A WHOLE. BOTH HUMANS AND OTHER MAMMALS ARE DISCUSSED. AS WITH ITS COMPANION VOLUME, "HANDBOOK OF THE PSYCHOLOGY OF AGING," THE PURPOSE OF THIS BOOK IS TO GATHER SCATTERED RESEARCH, STUDIES, THEORIES, AND DATA INTO A USEFUL REFERENCE TOOL.

NU A 130
AU BIRREN, JAMES E., ED.; SCHAIE, K. WARNER, ED.
TI HANDBOOK OF THE PSYCHOLOGY OF AGING.
PB VAN NOSTRAND PUBLISHING CO.,
NEW YORK, NY.
YR 77.
NT 787P.; REFERENCES THROUGHOUT; INDEXES (AUTHOR, SUBJECT).
DE *OLDER ADULTS, *GERONTOLOGY, ADULT DEVELOPMENT, *DEVELOPMENTAL STAGES
AB THIS EXHAUSTIVE TEXT IS COMPOSED OF ARTICLES WRITTEN BY 29 EXPERTS REFLECTING RESEARCH, STUDIES, DATA, THEORIES, AND ISSUES ON THE PSYCHOLOGICAL AND BEHAVIORAL ASPECTS OF AGING. ITS PURPOSE IS TO GATHER SCATTERED RESEARCH INTO A USEFUL REFERENCE TOOL DEALING WITH THE SOCIAL AND BIOLOGICAL FACTORS THAT INFLUENCE BEHAVIOR AND CAPACITIES DURING AGING. THE BOOK IS DIVIDED INTO 4 PARTS (BACKGROUND, BIOLOGICAL BASIS OF AGING AND BEHAVIOR, ENVIRONMENTAL AND HEALTH INFLUENCES, BEHAVIORAL PROCESSES) WITH SEVERAL CHAPTERS UNDER EACH. BEHAVIORAL PROCESSES OCCUPIES THE BULK OF THE TEXT AND INCLUDES SUCH TOPICS AS MOTIVATION, MEMORY, LEARNING, MOTOR PERFORMANCE, SENSORY PERCEPTIONS, INTELLECTUAL AND PROBLEM SOLVING ABILITIES, PERSONALITY, MORALE, AND PERSONAL POTENTIAL. EXTENSIVE REFERENCES FOR EACH CHAPTER.

NU A 131
AU WEINSTOCK, RUTH.
TI GRAYING OF THE CAMPUS, THE: A REPORT FROM EFL.
PB EDUCATIONAL FACILITIES LABORATORIES,
NEW YORK, NY.
YR 78.
NT 160P.
DE *OLDER ADULTS, *ADULT STUDENTS, *ENVIRONMENTAL INFLUENCES, HIGHER EDUCATION
AB THIS BOOK DESCRIBES THE OLDER ADULT IN RELATION TO THE COLLEGE ENVIRONMENT AND DISCUSSES HOW THAT ENVIRONMENT AFFECTS OPPORTUNITIES AVAILABLE TO THEM. THE BOOK DOES MUCH TO SENSITIZE EDUCATORS TO THE SPECIAL PROBLEMS AND CONCERNS OF THE OLDER STUDENT AND EXPLAINS WAYS OF PREVENTING OR OVERCOMING INSTITUTIONAL BARRIERS. TWO BROAD AREAS OF INFLUENCE ARE ANALYZED: THE COLLEGE STRUCTURE (FACULTY, CURRICULUM, RED TAPE, SUPPORT SERVICES, INTERGENERATIONAL CONCERNS) AND THE ENVIRONMENT (PHYSICAL DETERENTS, TRANSPORTATION, ORIENTATION, OUTREACH ALTERNATIVES). FINANCIAL ISSUES CONNECTED WITH PROGRAM ADMINISTRATION ARE OUTLINED. INCLUDED IS A LIST OF SELECTED REFERENCES.

NU A 132
AU ASLANIAN, CAROL B.; BRICKELL, HENRY M.
CA COLLEGE ENTRANCE EXAMINATION BOARD (NEW YORK, NY). FUTURE DIRECTIONS FOR A LEARNING SOCIETY.
TI AMERICANS IN TRANSITION: LIFE CHANGES AS REASONS FOR ADULT LEARNING.
PB COLLEGE BOARD PUBLICATION ORDERS,
PRINCETON, NJ.
YR 80.
NT ED 195 687; 173P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT EDUCATION, *ADULT LEARNING, *LEARNING PROCESSES, *EDUCATIONAL OBJECTIVES, *LIFELONG LEARNING, SURVEYS
AB A STUDY EXAMINED THE REASONS FOR AND THE TIMING OF ADULT LEARNING. A NATIONAL SAMPLE OF ALMOST 2000 AMERICANS AGE 25 OR OLDER WERE INTERVIEWED FACE-TO-FACE OR BY TELEPHONE. QUESTIONS EXAMINED THE CAUSES AND TIMING OF ADULT LEARNING AND THE PROCEDURES USED BY ADULTS TO MEET THEIR LEARNING OBJECTIVES. EXAMINATION OF THE CHARACTERISTICS OF LEARNERS AND NON-LEARNERS AMONG SURVEY PARTICIPANTS REVEALED THAT LEARNERS ARE CONSIDERABLY YOUNGER, BETTER EDUCATED, AND IN HIGHER INCOME BRACKETS THAN NON-LEARNERS AND ARE MORE LIKELY TO BE WHITE, UNMARRIED, AND LIVE IN URBANIZED AREAS. MOST RESPONDENTS (83%) SAID THEY WERE LEARNING TO COPE WITH CAREER, FAMILY, HEALTH, RELIGIOUS, OR CITIZENSHIP CHANGES. DESIRE TO PURSUE LEISURE AND ART ACTIVITIES WAS CITED BY 17% OF THE RESPONDENTS. THE TIMING OF ADULT LEARNING WAS DIRECTLY DEPENDENT ON THE TIMING OF THESE TRANSITIONS. ANALYSIS OF ADULT LEARNING PROCEDURES REVEALED THAT OVER HALF OF THE RESPONDENTS STUDIED CAREER-RELATED TOPICS, ABOUT 30% LEARNED ON THEIR OWN, 30% LEARNED IN EDUCATIONAL INSTITUTIONS, AND 40% LEARNED ELSEWHERE. EIGHTEEN CONCLUSIONS AND A SERIES OF IMPLICATIONS FOR ADULT EDUCATORS, COUNSELORS, POLICY MAKERS AND LEARNERS WERE MADE. (APPENDICES CONTAIN FIFTY-NINE TABLES SUMMARIZING SURVEY RESULTS.)

NU A 133
AU WOODRUFF, DIANA S.; BIRREN, JAMES E.
TI AGING: SCIENTIFIC PERSPECTIVES AND SOCIAL ISSUES.
PB D. VAN NOSTRAND CO.,
NEW YORK, NY.
YR 75.
NT 421P.
DE *OLDER ADULTS, *GERONTOLOGY, ADULT DEVELOPMENT
AB THOSE PROVIDING SERVICES TO OR WORKING WITH THE ELDERLY SHOULD UNDERSTAND THE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIOLOGICAL PROCESSES AND PROBLEMS OF AGING. THIS MULTIDISCIPLINARY GERONTOLOGY TEXT CONSISTS OF ARTICLES WRITTEN BY 22 SPECIALISTS ON THE SCIENTIFIC AND SOCIAL ISSUES CONNECTED WITH AGING. SOME TOPICS DISCUSSED ARE: BRAIN FUNCTION, LEARNING, MEMORY, BEHAVIOR, EXERCISE, CELLULAR BIOLOGY, ECONOMICS, PHYSICAL ENVIRONMENT, PUBLIC POLICY, AND THE FAMILY.

NU A 134
AU KIMMEL, DOUGLAS C.
TI ADULTHOOD AND AGING: AN INTERDISCIPLINARY, DEVELOPMENTAL VIEW.
PB JOHN WILEY & SONS,
NEW YORK, NY.
YR 74.
NT 484P.; INDEXES (AUTHOR/CITATION, SUBJECT) AND REFERENCES THROUGHOUT.
DE OLDER ADULTS, *INDIVIDUAL DEVELOPMENT, DEVELOPMENTAL STAGES, *ADULT DEVELOPMENT
AB HUMAN DEVELOPMENT IS STUDIED HERE FROM YOUNG ADULTHOOD THROUGH OLD AGE USING A DEVELOPMENTAL APPROACH (LIFE AS PROGRESSIVE GROWTH, CHANGE, AND CONTINUITY) AND AN INTERDISCIPLINARY PERSPECTIVE (PSYCHOLOGY, SOCIOLOGY, AND PHYSIOLOGY). CHAPTERS INCLUDE: 1) DEVELOPMENTAL THEORY AND RESEARCH; 2) PSYCHOSOCIAL DEVELOPMENT; 3) YOUNG ADULTHOOD; 4) GENDER DIFFERENCES IN ADULTS; 5) THE FAMILY AND BEING SINGLE; 6) WORK, RETIREMENT, LEISURE; 7) PERSONALITY CONTINUITY AND CHANGE; 8) BIOLOGICAL AND INTELLECTUAL ASPECTS OF AGING; 9) DYING AND BEREAVEMENT; AND 10) CONSIDERATIONS FOR THE FUTURE. SIX DIALOGUES ARE INTERSPERSED WITHIN THE TEXT OF INDIVIDUALS AT DIFFERENT STAGES IN ADULTHOOD TO ILLUSTRATE HOW AGE AFFECTS PERCEPTION OF SELF, TIME, GOALS, AND VALUES.

NU A 135
AU LOWENTHAL, MARJORIE FISKE, ET AL.
TI FOUR STAGES OF LIFE: A COMPARATIVE STUDY OF WOMEN AND MEN FACING TRANSITIONS.
PB JOSSEY-BASS PUBLISHERS,
SAN FRANCISCO, CA.
YR 75.
NT 292P.; BIBLIOGRAPHY P.263-281.
DE *DEVELOPMENTAL STAGES, *ADULT DEVELOPMENT, *RESEARCH REPORTS
AB THIS STUDY ANALYSIS FOCUSES ON THE SOCIOPSYCHOLOGICAL TRANSITIONS OF URBAN, WHITE, MIDDLE, AND LOWER MIDDLE CLASS AMERICANS AT FOUR LIFE STAGES: HIGH SCHOOL SENIORS, YOUNG NEWLYWEDS, MIDDLE-AGED PARENTS, AND RETIREMENT-AGED ADULTS. STYLES OF COPING AND PLANNING FOR THESE LIFE STAGE ADJUSTMENTS ARE DIFFERENT FOR MEN AND WOMEN. PART ONE IS A DESCRIPTION OF PEOPLE AT THE FOUR PRETRANSITIONAL PERIODS INCLUDING FAMILY INVOLVEMENT, FRIENDSHIP PATTERNS, SELF-CONCEPT, SELF-ASSESSMENT OF HAPPINESS AND EMOTIONAL EXPERIENCES, AND AN ADAPTATION MODEL ENCOMPASSING PSYCHOLOGICAL RESOURCES AND DEFICITS. PART TWO FOCUSES ON TIME, PERCEPTS OF IT AS CONTINUITY, DISCONTINUITY OR INTRUSION, AND HOW THIS INFLUENCES PRESENT ADAPTABILITY. A FINAL CHAPTER SUMMARIZES THEMES AND DEVELOPMENTAL PECULARITIES IN MEN AND WOMEN.

NU A 136
AU HENDRICKS, JON; HENDRICKS, C. DAVIS.
TI AGING IN MASS SOCIETY: MYTHS AND REALITIES.
PB WINTHROP PUBLISHERS,
CAMBRIDGE, MA.
YR 77.
NT 426P.; GLOSSARY P.415-419; REFERENCES THROUGHOUT.
DE *OLDER ADULTS, *GERONTOLOGY, *CULTURAL AWARENESS, SOCIAL ENVIRONMENT
AB THIS INTEGRATED LOOK AT AGING CONSIDERS THIS LIFE PROCESS HISTORICALLY, CROSS-CULTURALLY, AND THROUGH WESTERN THEORY. SOME OF THE ISSUES EXPLORED ARE THE MINORITY AGED, THE DIMENSIONS OF AGING IN INDUSTRIALIZED SOCIETIES, FAMILY LIFE, AND THE SOCIO/POLITICAL POSITION OF THE AGED. GENERAL INTEREST TOPICS SUCH AS RETIREMENT, FINANCES, HEALTH, PSYCHOLOGICAL AND PHYSICAL CHANGES ARE ALSO COVERED.

NU A 137
AU ATCHLEY, ROBERT C.
TI SOCIAL FORCES IN LATER LIFE, THE: AN INTRODUCTION TO SOCIAL GERONTOLOGY. 2ND ED.
PB WADSWORTH PUBLISHING CO.,
BELMONT, CA.
YR 77.
NT 413P.; GLOSSARY P.329-332; REFERENCES P.333-406.
DE *SOCIAL ENVIRONMENT, SOCIAL INFLUENCES, *OLDER ADULTS, GERONTOLOGY
AB THIS BOOK PROVIDES AN INTRODUCTION TO HUMAN AGING WITH EMPHASIS ON THE SOCIAL AND SOCIOPSYCHOLOGICAL ASPECTS. PART ONE DESCRIBES SOCIAL GERONTOLOGY AS AN INTRODUCTION TO THE SUBJECT. PART TWO SUMMARIZES THE IMPACT OF AGING ON BIOLOGICAL AND PSYCHOLOGICAL FUNCTIONING. THE SITUATIONS FACED BY AGING INDIVIDUALS (I.E., HEALTH, DEPENDENCY, FINANCES, LEISURE, ETC.) ARE DESCRIBED IN PART THREE. HOW SOCIETY TREATS ITS OLDER MEMBERS IS THE TOPIC OF PART FOUR. INCLUDES EXTENSIVE REFERENCES WHICH ARE KEYED BACK TO THE APPROPRIATE CHAPTERS.

NU A 138
AU KALISH, RICHARD A., ED.
TI LATER YEARS, THE: SOCIAL APPLICATIONS OF GERONTOLOGY.
PB BROOKS/COLE PUBLISHING CO. (WADSWORTH PUBLISHING CO.),
MONTEREY, CA.
YR 77.
NT 402P.; BIBLIOGRAPHY P.367-378; INDEXES (AUTHOR/SUBJECT).
DE *OLDER ADULTS, GERONTOLOGY, *SOCIAL ENVIRONMENT, *SOCIAL INFLUENCES, CULTURAL AWARENESS
AB THIS COLLECTION OF ARTICLES BY OVER 40 SPECIALIZED EXPERTS EXPLORES THE SOCIAL ASPECTS OF AGING. THE ARTICLES ARE ARRANGED UNDER THE FOLLOWING CHAPTERS: 1) WHO ARE THE ELDERLY; 2) A PSYCHOSOCIAL VIEW; 3) MONEY; 4) AFTER WORK: THEN WHAT; 5) HEALTH AND ILLNESS; 6) AGING, POLITICS AND THE LAW; 7) SOCIAL INSTITUTIONS; 8) HOUSING AND TRANSPORTATION; 9) SOCIAL AND HEALTH SERVICES; AND 10) INSTITUTIONAL LIVING. TOPICS OF SPECIAL INTEREST ARE MEDICARE, SOCIAL SECURITY, AGING AND ETHNICITY, AND THE ROLE OF GERONTOLOGY IN ADULT EDUCATION. ALSO DESCRIBED IS THE CONCEPT OF HOSPICES, AN ALTERNATIVE FOR THE TERMINALLY ILL WHICH PROVIDES MEDICAL, EMOTIONAL, SOCIAL, AND SPIRITUAL SERVICES TO THE DYING AND THEIR FAMILIES.

NU A 139
AU MURPHY, JUDITH; FLORIO, CAROL.
TI NEVER TOO OLD TO TEACH.
PB ACADEMY FOR EDUCATIONAL DEVELOPMENT,
NEW YORK, NY.
YR 78.
NT 115P.; APPENDICES P.89-115.
DE *OLDER ADULTS, *INSTRUCTIONAL IMPROVEMENT, *VOLUNTEERS
AB THE PREMISE ARGUED HERE IS THAT BETTERING THE LIVES OF OLDER PEOPLE BY UTILIZING THEIR SKILLS AS TEACHERS CAN ENRICH AMERICAN EDUCATION AS WELL. THIS REPORT DESCRIBES PROGRAMS THAT HAVE SUCCESSFULLY USED OLDER ADULTS IN THE EDUCATING ROLE. IT INCLUDES GUIDELINES FOR DEVELOPING PROGRAMS, FUTURE DIRECTIONS FOR OLDER EDUCATORS, AND CONCLUDING RECOMMENDATIONS.

NU A 140
AU ROCHTE, NEWTON C.
TI RECURRENT EDUCATION ANNOTATIONS.
PB JOHN H. RUSSEL CENTER FOR THE STUDY OF HIGHER EDUCATION,
UNIVERSITY OF TOLEDO,
TOLEDO, OH.
YR 82.
NT 55P.
DE *ANNOTATED BIBLIOGRAPHIES, *LIFELONG LEARNING, REFERENCE MATERIALS, *ADULT EDUCATION, *CONTINUING EDUCATION
AB THIS COMPILATION UPDATES TWO PREVIOUS EDITIONS BY INCLUDING RESULTS FROM DATABASE SEARCHES OF ERIC, INTERNATIONAL BUREAU OF EDUCATION, AND THE INTERNATIONAL LABOR ORGANIZATION THROUGH DECEMBER 1980. TWO HUNDRED SIXTY USEABLE DOCUMENTS WERE RETRIEVED USING THE FOLLOWING SUBJECT DESCRIPTORS: RECURRENT EDUCATION, CONTINUOUS AND CONTINUING EDUCATION, LIFELONG EDUCATION, LIFELONG LEARNING, AND PERMANENT EDUCATION. EACH ENTRY CONTAINS AUTHOR, TITLE, DATE, LANGUAGE, DOCUMENT TYPE, AVAILABILITY, AND AN ABSTRACT. AN INDEX IS INCLUDED BASED ON THE 1100 DESCRIPTORS AND IDENTIFIERS CONNECTED WITH THE ABSTRACTS.

NU A 141
AU BROWN, JAMES W., ED.; BROWN, SHIRLEY N., ED.
TI EDUCATIONAL MEDIA YEARBOOK 1980.
PB LIBRARIES UNLIMITED,
LITTLETON, CO.
YR 80.
NT 445P.
DE *REFERENCE MATERIALS, *MASS MEDIA, *EDUCATIONAL TECHNOLOGY
AB THIS REFERENCE BOOK HAS INFORMATION ON EDUCATIONAL MEDIA, COMMUNICATIONS, INSTRUCTIONAL TECHNOLOGY, AND DESIGN. PART 1 CAPSULIZES THE YEAR IN REVIEW INCLUDING RESEARCH AND DEVELOPMENT PROJECTS, STATISTICS ON EMPLOYMENT OF MEDIA PROFESSIONALS, INDUSTRY SALES FOR MEDIA HARDWARE AND SOFTWARE, AND DEVELOPMENTS ON THE INTERNATIONAL SCENE. PART 2 PROVIDES 300 ANNOTATIONS TO DIRECTORIES, INDEXES, SOURCE LISTS, BIBLIOGRAPHIES, 400 PERIODICALS AND NEWSLETTERS AND 800 MULTI-MEDIA ITEMS RELATED TO RECENT DEVELOPMENTS IN THE FIELD. PART 3 LISTS NEARLY 750 DOMESTIC AND FOREIGN ORGANIZATIONS AND ASSOCIATIONS. DOCTORAL AND MASTER'S DEGREE PROGRAMS ARE GIVEN GEOGRAPHICALLY AND BY PROGRAM OF STUDY IN PART 4. PART 5 CONTAINS 4 GUIDES TO FUNDING SOURCES (FEDERAL PROGRAMS, 75 FOUNDATIONS, 30 FEDERAL AGENCIES, 85 GRANT INFORMATION REFERENCE BOOKS). CONCLUDING THE BOOK IS AN ALPHABETICAL LIST OF PRODUCERS, DISTRIBUTORS, AND PUBLISHERS.

NU A 142
AU HALSTEAD, D. KENT, ED.
CA NATIONAL INSTITUTE OF EDUCATION (WASHINGTON, D.C.).
TI HIGHER EDUCATION PLANNING. A BIBLIOGRAPHIC HANDBOOK.
PB U.S. GOVERNMENT PRINTING OFFICE,
WASHINGTON, D.C.
YR 79.
NT ED 172 621; 553P.
DE *HIGHER EDUCATION, *ANNOTATED BIBLIOGRAPHIES, EDUCATIONAL FINANCE
AB THE FIRST EDITION OF A BIBLIOGRAPHY FOCUSING ON STATE AND NATIONAL LEVEL PLANNING IN HIGHER EDUCATION IS PRESENTED. FOR PURPOSES OF THIS PUBLICATION, PLANNING IS DEFINED AS A PROCESS OF STUDY AND FORESIGHT THAT GENERATES ACTION TO ACHIEVE DESIRED OUTCOMES IN THE HIGHER EDUCATION SECTOR. THE BIBLIOGRAPHY IS ORGANIZED INTO TOPIC AREAS THAT INCLUDE: ADMISSION, ARTICULATION, RETENTION; CAMPUS AND BUILDING PLANNING; COMPARATIVE PLANNING SYSTEMS; DEMOGRAPHY; ECONOMICS; EDUCATIONAL COMMUNICATION AND TECHNOLOGY; EDUCATIONAL OPPORTUNITY; FACULTY; FINANCE; GOVERNANCE AND COORDINATION; INDEPENDENT (PRIVATE) HIGHER EDUCATION; INSTITUTIONAL ROLE AND MISSION; LIBRARIES; MANAGEMENT--QUANTITATIVE APPROACHES; PLANNING--ISSUES, THEORY, REFERENCE; PRODUCTIVITY AND COST-BENEFIT ANALYSIS; RESEARCH AND RESEARCH ADMINISTRATION; RESOURCE ALLOCATION AND BUDGETING; SPACE MANAGEMENT AND PROJECTIONS; STUDENT CHARACTERISTICS AND DEVELOPMENT; STUDENT FINANCIAL ASSISTANCE; AND WORK AND EDUCATION. BRIEF DESCRIPTIONS OF THE TOPIC AREAS AND OUTLINES OF SUBTOPICS ARE PROVIDED. EACH ENTRY INCLUDES STANDARD BIBLIOGRAPHIC INFORMATION AS WELL AS AN ANNOTATION. OVER 500 ENTRIES ARE INCLUDED.

NU A 143
CA NEW YORK STATE EDUCATION DEPARTMENT. NEW YORK STATE LIBRARY.
TI NEW YORK STATE LIBRARY DATA BASE USERS MANUAL.
PB NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 79.
NT ED 176 729; 31P.
DE *DATABASES, *INFORMATION NEEDS, *GUIDES, SEARCH STRATEGIES
AB THIS MANUAL IS INTENDED TO PROVIDE USERS WITH A DESCRIPTION OF THE INFORMATION REQUIRED BY THE NEW YORK STATE LIBRARY TO ADEQUATELY PROCESS A DATABASE SEARCH. SECTIONS COVER COMPUTER SEARCHING, WHAT IT AND ITS ADVANTAGES ARE; TOPIC SUITABILITY; TURNAROUND TIME FOR RECEIPT OF A DATABASE PRINTOUT; REFERENCE INTERVIEW TO DETERMINE SEARCH TOPIC; SEARCHING TOOLS; SUCCESS AND FAILURE FACTORS OF A DATABASE SEARCH; COST OF SEARCHING; RECEIPT OF CITATIONS; AND BOOLEAN LOGIC (HOW THE SEARCH ANALYST FORMULATES A SEARCH). APPENDICES PRESENT THE CONTENT, SCOPE, AND CHARGES FOR DATABASE USE THROUGH THE STATE LIBRARY AND OUTLINE THE PROCEDURES FOR SUBMITTING REQUESTS BY TELETYPE--FOR DATABASE SEARCHES THROUGH THE NEW YORK STATE INTERLIBRARY LOAN NETWORK (NYSILL)--OR BY MAIL THROUGH THE STATE LIBRARY. ALSO INCLUDED ARE SAMPLE DATABASE SEARCH REQUEST FORMS (NYSILL AND MAIL) AND ADDRESSES WHERE FURTHER QUESTIONS MAY BE DIRECTED.

NU A 144
AU ROBBINS, J. NEVIN, ED.
TI 1979 DIRECTORY OF RESOURCES FOR THE EDUCATION OF ADULTS. INFORMATION SERIES, NO. 174.
PB NATIONAL CENTER PUBLICATIONS, NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION, COLUMBUS, OH.
SN OHIO STATE UNIVERSITY (COLUMBUS, OH). NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION.
YR 79.
NT ED 182 421; 251P.
DE *ADULT PROGRAMS, *PROGRAM DEVELOPMENT, BIBLIOGRAPHIES, COMMUNITY EDUCATION, *DIRECTORIES
AB THIS DIRECTORY ADDRESSES THE NEEDS OF INDIVIDUALS AND ORGANIZATIONS FOR RESOURCES TO IMPROVE THEIR CONTRIBUTION TO ADULT EDUCATION AND TRAINING. IT IS COMPRISED OF TWENTY-TWO CHAPTERS IN FOUR PARTS. THE TWO CHAPTERS IN PART 1, "INTRODUCTION," PROVIDE BACKGROUND INFORMATION ON THE DIRECTORY AND ADULT EDUCATION. THE TEN CHAPTERS IN PART 2, "GUIDE TO RESOURCES," PRESENT RESOURCE IDEAS, SUGGESTIONS, AND REFERENCES. CHAPTERS 3-8 DEAL WITH COMMON PROCESSING IN EDUCATIONAL PROGRAMS: PROGRAM MANAGEMENT, FUNDING, INSTRUCTION/LEARNING, MATERIALS SELECTION, PROFESSIONAL DEVELOPMENT, AND PROBLEM SOLVING. CHAPTERS 9-12 FOCUS UPON SPECIAL LEARNER POPULATIONS: HANDICAPPED INDIVIDUALS, NON-ENGLISH SPEAKING LEARNERS, OLDER LEARNERS, AND SELF-PLANNING LEARNERS. EACH OF THE TEN CHAPTERS IN PART 3, "HUMAN, ORGANIZATIONAL, AND MATERIAL RESOURCES," IDENTIFIES DIVERSE RESOURCES AND PRESENTS INFORMATION ABOUT THE VARIOUS RESOURCE PERSONS, ORGANIZATIONS, OR MATERIALS AND DESCRIBES HOW THE READER MAY GAIN ACCESS TO THOSE RESOURCES. THE TWO INDEXES IN PART 4 IDENTIFY THE RESOURCE PERSONS, ORGANIZATIONS, AND TOPICS PRESENTED THROUGHOUT THE DIRECTORY.

NU A 145
CA CLEARINGHOUSE ADELL (ROCKVILLE, MD).
TI CLEARINGHOUSE ADELL'S CATALOG OF ADULT EDUCATION PROJECTS: FISCAL YEAR 1979.
PB U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
YR 79.
NT ED 171 995; 194P.
DE *ADULT BASIC EDUCATION, *ADULT PROGRAMS, FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS
AB THIS CATALOG PROVIDES DESCRIPTIONS OF SPECIFIC ADULT EDUCATION PROGRAMS FUNDED UNDER SECTIONS 306 (A) (4) AND 309 (1 AND 2) OF THE ADULT EDUCATION ACT. IT CONSISTS OF THREE SECTIONS: PROJECT SUMMARIES, A SUBJECT INDEX, AND STATISTICAL MATRICES. PROJECT SUMMARIES ARE ORGANIZED ALPHABETICALLY BY STATE OF ORIGIN AND GROUPED UNDER HEADINGS OF MAJOR EMPHASIS. EACH ENTRY INCLUDES THE TITLE, A CONTACT PERSON, OBJECTIVES, DESCRIPTION, FUNDING INFORMATION, TARGET AUDIENCE, PRODUCTS, AND EVALUATION METHOD. THE SUBJECT INDEX PROVIDES A CROSS-REFERENCE TO PROGRAMMATIC EMPHASES OF EACH PROJECT. IT CONTAINS MAJOR SUBJECT CATEGORIES WITH ADDITIONAL DESCRIPTIVE PHRASES TO AID IN DETERMINING THE PROJECT'S EXACT FOCUS. THE FINAL SECTION CONTAINS SIX MATRICES WHICH PROVIDE A PROFILE OF DEMONSTRATION, STAFF DEVELOPMENT, RESEARCH, AND SPECIAL PROJECTS BY IDENTIFYING PROGRAMMATIC EMPHASES AND WEAKNESSES, AND A SUMMARY OF PROJECTS THAT GENERATE PRODUCTS.

NU A 146
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI 1980-81 COORDINATORS LIST: NEW YORK.
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 80.
NT 7P.
DE *DIRECTORIES, *ADULT BASIC EDUCATION
AB A LISTING OF 128 ADULT BASIC EDUCATION COORDINATORS IN NEW YORK STATE BY CITY OR INSTITUTION NAME. THE COORDINATORS' ADDRESSES AND PHONE NUMBERS ARE INCLUDED.

NU A 147
CA UNITED STATES DEPARTMENT OF EDUCATION. OFFICE OF ADULT LEARNING AND COMMUNITY EDUCATION.
TI DIRECTORY OF ADULT-SERVING PROGRAMS.
PB U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.
YR 81.
NT 23P.
DE COMMUNITY EDUCATION, *ADULT LEARNING, *ADULT PROGRAMS
AB THIS DIRECTORY INCLUDES 46 PROGRAMS FUNDED BY THE U.S. GOVERNMENT THAT SPECIFICALLY SERVE ADULTS. EACH ENTRY INCLUDES PURPOSE, SUPPORTING LEGISLATION, FUNDS AVAILABLE, ELIGIBLE APPLICANTS, CONTACT PERSON, ADDRESS, AND PHONE NUMBER.

NU A 148
CA NEW YORK STATE EDUCATION DEPARTMENT. OFFICE OF POSTSECONDARY RESEARCH, INFORMATION SYSTEMS AND INSTITUTIONAL AID.
TI INSTITUTIONAL DIRECTORY: POSTSECONDARY EDUCATION IN NEW YORK STATE.
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 81.
NT 86P.
DE *POSTSECONDARY EDUCATION, *DIRECTORIES
AB THIS DIRECTORY INCLUDES ALL SUNY, CUNY, INDEPENDENT (NONPROFIT), PROPRIETARY (FOR PROFIT, PUBLIC) AND PUBLIC-SPECIAL (REGENTS EXTERNAL DEGREE, U.S. MILITARY AND MERCHANT MARINE ACADEMIES) INSTITUTIONS AUTHORIZED TO GRANT POSTSECONDARY DEGREES IN NEW YORK STATE AS OF JULY 1, 1981. THE UNIVERSITY OF THE STATE OF NEW YORK POSTSECONDARY EDUCATION STRUCTURE IS DESCRIBED. ENTRIES ARE BY INSTITUTIONAL TYPE. APPENDICES LIST PROGRAMS BY INSTITUTION NAME, STUDENT SERVICE AGENCIES, SPECIAL ORGANIZATIONS (COUNCILS, CONSORTIA, ETC.) AND NYS EDUCATION DEPARTMENT OFFICES.

NU A 149
CA NEW YORK STATE EDUCATION DEPARTMENT. UNIVERSITY OF THE STATE OF NEW YORK. OFFICE OF OCCUPATIONAL AND CONTINUING EDUCATION.
TI DIRECTORY OF OCCUPATIONAL EDUCATION PROGRAMS IN NEW YORK STATE.
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 80.
NT 62P.
DE *VOCATIONAL EDUCATION, *DIRECTORIES, *JOB TRAINING
AB SECONDARY AND POSTSECONDARY OCCUPATIONAL EDUCATION PROGRAMS OFFERED BY INDEPENDENT (NONPROFIT), PROPRIETARY (FOR PROFIT, PUBLIC), PUBLIC AND PRIVATE INSTITUTIONS LICENSED, REGISTERED OR APPROVED BY THE NYS EDUCATION DEPARTMENT ARE RECORDED IN THIS DIRECTORY. AREA OCCUPATIONAL CENTERS ADMINISTERED BY BOARDS OF COOPERATIVE EDUCATIONAL SERVICES (BOCES) ARE ENTERED BY NONOCCUPATIONAL COURSES AND ADULT EVENING COURSES ARE EXCLUDED. LISTINGS ARE ARRANGED BY COUNTY WITH SUBDIVISIONS FOR PUBLIC EDUCATION PROGRAMS (SECONDARY AND POSTSECONDARY OCCUPATIONAL EDUCATION) OR PROPRIETARY/INDEPENDENT PROGRAMS (LICENSED PRIVATE SCHOOLS, REGISTERED PRIVATE BUSINESS SCHOOLS, AND DEGREE-GRANTING PROPRIETARY/INDEPENDENT TWO-YEAR SCHOOLS).

NU A 150
CA NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION (WASHINGTON, D.C.).
TI TERMS, DEFINITIONS, ORGANIZATIONS AND COUNCILS ASSOCIATED WITH ADULT LEARNING.
PB U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
YR 80.
NT ED 197 219; 53P.
DE *ADULT EDUCATION, *ADVISORY COMMITTEES, *FEDERAL LEGISLATION, *DIRECTORIES
AB THIS REFERENCE, PUBLISHED UNDER PROVISIONS OF THE ADULT EDUCATION ACT AND THE FEDERAL ADVISORY COMMITTEE ACT, IS DESIGNED TO HELP MEMBERS OF THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION AND THE PUBLIC COMMUNICATE MORE EFFECTIVELY AND KNOWLEDGEABLY ABOUT TERMS, DEFINITIONS, AND ORGANIZATIONS ASSOCIATED WITH ADULT LEARNING. SUBJECT AREAS DEFINED OR DESCRIBED INCLUDE ADULT LEARNING TERMINOLOGY, THE ADULT EDUCATION ACT, THE FEDERAL REGISTER, LEGISLATIVE TERMS, AND SCHOOL FINANCE AND TAX TERMS. DIRECTORIES ARE PROVIDED FOR ADULT EDUCATION ASSOCIATIONS AND ORGANIZATIONS AND SELECTED PRESIDENTIAL EDUCATION ADVISORY COUNCILS. IN ADDITION, NAMES OF MEMBERS OF THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION ARE PUBLISHED.

NU A 151
CA FEDERAL COMMUNITY EDUCATION CONFERENCE (ROCKVILLE, MD).
TI CATALOG OF RESOURCE MATERIAL ON COMMUNITY EDUCATION.
PB INFORMATICS, ROCKVILLE, MD;
US GPO, WASHINGTON, D.C.
YR 78.
NT 150P.
DE *COMMUNITY EDUCATION, *LIBRARY CATALOGS, RESOURCE MATERIALS, BIBLIOGRAPHIES
AB ABOUT 315 PRINT AND AUDIOVISUAL MATERIALS ARE LISTED IN THIS CATALOG OF THE COMMUNITY EDUCATION COLLECTION AT THE FEDERAL COMMUNITY EDUCATION CLEARINGHOUSE IN 1978. FOUR INDEXES (PERSONAL, ORGANIZATIONAL AUTHORS, TITLE, SUBJECT) PROVIDE EASY ACCESS TO THE COLLECTION. EACH ENTRY CONTAINS PUBLICATION DATE, AUTHOR AND AFFILIATION, TITLE, SOURCE DOCUMENT, PUBLICATION TYPE, PAGES, AVAILABILITY, PRICE, AND ABSTRACT.

NU A 152
CA NEW YORK STATE EDUCATION DEPARTMENT. DIVISION OF CONTINUING EDUCATION.
TI NEW YORK STATE CONTINUING EDUCATION NEEDS ASSESSMENT. REPORT NO. 1: STATEWIDE ANALYSIS.
PB NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 77.
NT ED 146 416; 420P.
DE *ADULT EDUCATORS, *ADULT PROGRAMS, ACCESS TO EDUCATION, *NEEDS ASSESSMENT, STATEWIDE PLANNING
AB A STUDY WAS DONE TO GATHER AND COMPARE DATA REGARDING CONTINUING EDUCATION NEEDS OF NEW YORK STATE ADULTS, THE PRESENT DELIVERY SYSTEM FOR CONTINUING EDUCATION IN THE STATE, AND INSERVICE TRAINING NEEDS OF CONTINUING EDUCATION FACULTY AND ADMINISTRATORS. THE STUDY HAD A THREE-PART DATA COLLECTION EFFORT. SUBSEQUENT TO DEVELOPING SURVEY INSTRUMENTS, 20,486 NEW YORK STATE ADULTS WERE INTERVIEWED REGARDING THEIR CONTINUING EDUCATION NEEDS, PROVIDERS OF EDUCATIONAL OPPORTUNITIES FOR ADULTS WERE SURVEYED CONCERNING THEIR PROGRAM OFFERINGS, AND ADMINISTRATORS AND TEACHERS IN CONTINUING EDUCATION PROGRAMS WERE SURVEYED TO ASSESS THEIR INSERVICE TRAINING NEEDS. THE FINDINGS INCLUDED THESE: 1) MOST ADULTS ARE INTERESTED IN LEARNING; 2) THE CHOICES OF ADULTS REFLECT A WIDE VARIETY OF LEARNING INTERESTS; 3) THE CHOICES AND REASONS GIVEN FOR THE SELECTION OF A FIRST-CHOICE LEARNING INTEREST DIFFERED ACCORDING TO THE ADULT'S LIFE SITUATION OR SPECIAL CHARACTERISTICS AS A POTENTIAL LEARNER; 4) FOR A VARIETY OF REASONS, MANY ADULTS DO NOT PARTICIPATE IN ORGANIZED CONTINUING EDUCATION ACTIVITIES; 5) THE PRESENT CONTINUING EDUCATION SYSTEM IN NEW YORK STATE IS LARGELY SELF-SUPPORTING; AND 6) NEARLY TWO THIRDS OF CONTINUING EDUCATION ADMINISTRATORS AND 90% OF THE TEACHERS SURVEYED ARE EMPLOYED PART-TIME. (THIS REPORT INCLUDES 212 TABLES, A PROPOSAL FOR A THREE-YEAR PLAN OF ACTION, AND THE SURVEY INSTRUMENTS.)

NU A 153
AU ALLEN, WENDELL C.
CA SYRACUSE UNIVERSITY. SCHOOL OF EDUCATION.
TI ROLE OF STATE EDUCATION AGENCIES IN INSERVICE EDUCATION, THE.
PB NATIONAL DISSEMINATION CENTER,
SYRACUSE, NY.
YR 78.
NT 36P.
DE *EDUCATIONAL CHANGE, *EDUCATIONAL PHILOSOPHY, *INSERVICE TEACHER EDUCATION, *STATE DEPARTMENTS OF EDUCATION
AB THIS PUBLICATION, PART OF THE PROFESSIONAL DEVELOPMENT SERIES, PROVIDES AN OVERVIEW OF THE SETTING, BACKGROUND, VALUES, AND ASSUMPTIONS OF STATE EDUCATION AGENCIES AND THEIR ROLE IN INSERVICE TEACHER EDUCATION. WAYS IN WHICH THESE AGENCIES CAN FACILITATE AND COORDINATE PROGRAM DEVELOPMENT, ACTIVITIES, FINANCIAL SUPPORT, AND HUMAN RESOURCES ARE SUGGESTED. THE IMPORTANCE OF PUBLIC INVOLVEMENT IN PROGRAM DEVELOPMENT IS EMPHASIZED. THE BASIC FRAMEWORK FOR A CONTINUING EDUCATION PROGRAM WITHIN A STATE AND A SELECTED BIBLIOGRAPHY ARE APPENDED.

NU A 154
CA NEW YORK STATE EDUCATION DEPARTMENT. UNIVERSITY OF THE STATE OF NEW YORK.
TI FEDERAL LEGISLATION AND EDUCATION IN NEW YORK STATE.
PB UNIVERSITY OF THE STATE OF NEW YORK,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 82.
NT 134P.
DE *FEDERAL LEGISLATION, *FEDERAL PROGRAMS, *STATE FEDERAL AID, FEDERAL AID
AB THIS 1982 MESSAGE MAKES RECOMMENDATIONS, BASED ON AN EVALUATION OF NEW YORK STATE LEGISLATIVE NEED, TO THE 97TH CONGRESS AND THE REAGAN ADMINISTRATION IN THE FOLLOWING FIVE AREAS. FIRST, THE FEDERAL ROLE IN EDUCATION SHOULD BE CONTINUED BECAUSE EDUCATION IS VITAL TO NATIONAL SECURITY AND ECONOMIC DEVELOPMENT. SECONDLY, FOUR MAJOR FEDERAL PROGRAMS SHOULD BE AMENDED AND REAUTHORIZED. YOUTH UNEMPLOYMENT SHOULD BE ADDRESSED THROUGH FEDERAL MANPOWER POLICY. A FOURTH RECOMMENDATION SUGGESTS THAT ACCESS TO POSTSECONDARY EDUCATION MUST BE MADE AVAILABLE TO ALL THOSE WHO ASPIRE TO IT. ALLOCATION FORMULAS ARE OUTMODED AND SHOULD BE REVISED TO REFLECT CURRENT STATE NEEDS. APPENDED IS A CHRONOLOGICAL HISTORY OF SIGNIFICANT DATES IN FEDERAL INVOLVEMENT IN EDUCATION.

NU A 155
CA NEW YORK STATE EDUCATION DEPARTMENT. UNIVERSITY OF THE STATE OF NEW YORK.
TI FEDERAL LEGISLATION AND EDUCATION IN NEW YORK STATE.
PB UNIVERSITY OF THE STATE OF NEW YORK,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 81.
NT 131P.
DE *FEDERAL LEGISLATION, *FEDERAL PROGRAMS, *STATE FEDERAL AID, FEDERAL AID
AB THIS DOCUMENT CONTAINS ANALYSES AND RECOMMENDATIONS FOR THE 97TH CONGRESS ON FIVE MAJOR FEDERAL ISSUES AS THEY RELATE TO EDUCATION IN NEW YORK STATE. TO ENSURE EFFICIENT PROGRAM MANAGEMENT, THE GOVERNMENT MUST REVIEW THE RELATIVE ROLES FEDERAL, STATE, AND LOCAL AGENCIES PLAY IN FEDERAL PROGRAMS. BASED ON 1980 CENSUS DATA, ALLOCATION FORMULAS SHOULD BE ADJUSTED TO REFLECT DEMOGRAPHIC AND ECONOMIC TRENDS AND THE CORRESPONDING CHANGES IN STATE AND LOCAL NEEDS. FOUR PROGRAMS ARE RECOMMENDED FOR RENEWAL AND REVISION: VOCATIONAL EDUCATION ACT OF 1963; REHABILITATION ACT OF 1973; EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975; AND THE LIBRARY SERVICES AND CONSTRUCTION ACT. A FOURTH ISSUE THE GOVERNMENT SHOULD CONSIDER WHEN MAKING POLICY IS YOUTH UNEMPLOYMENT PROBLEMS. SEVERAL OTHER EDUCATIONAL AREAS CHRONICALLY OVERLOOKED SHOULD BE ADDRESSED. INCLUDED IN THIS DOCUMENT IS SUPPORTIVE INFORMATION UPON WHICH COMMISSIONER AMBACH'S AND THE BOARD OF REGENTS' RECOMMENDATIONS ARE BASED.

NU A 156
CA NEW YORK STATE EDUCATION DEPARTMENT. UNIVERSITY OF THE STATE OF NEW YORK.
TI FEDERAL LEGISLATION AND EDUCATION IN NEW YORK STATE.
PB UNIVERSITY OF THE STATE OF NEW YORK,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 80.
NT ED 185 690; 94P.; OCCASIONAL PARAGRAPHS MAY NOT REPRODUCE CLEARLY DUE TO SMALL PRINT.
DE *FEDERAL LEGISLATION, *FEDERAL PROGRAMS, *STATE FEDERAL AID, FEDERAL AID
AB RECOMMENDATIONS CONCERNING IMPORTANT FEDERAL STATUTORY REVISIONS, BUDGET AND APPROPRIATIONS ITEMS, AND REGULATORY ISSUES ARE OFFERED IN THIS BOOKLET. ISSUES DISCUSSED ARE OF PARTICULAR CONCERN TO NEW YORK STATE. RECOMMENDATIONS INCLUDE THE FOLLOWING: 1) ON THE POSTSECONDARY LEVEL, FEDERAL AND STATE PROGRAMS SERVING THE SAME STUDENTS SHOULD BE INTEGRATED INTO COHERENT PLANS, STATE AND FEDERAL FUNDS FOR STUDENTS WITH SPECIAL NEEDS SHOULD BE COORDINATED, AND TAX DEFERMENT ACCOUNTS AND TUITION TAX CREDITS SHOULD BE TARGETED FOR STUDENTS WITH SPECIAL NEEDS; 2) FEDERAL PROGRAMS FOR THE EDUCATION OF THE HANDICAPPED NEED MORE FLEXIBILITY AND RESOURCES; 3) UNEMPLOYMENT AND UNDEREMPLOYMENT OF YOUTH ARE URGENT ISSUES REQUIRING COMPREHENSIVE AND LONG-RANGE FEDERAL PROGRAMS AND FEDERAL, STATE, AND LOCAL PRIORITIES LINKING EDUCATION AND EMPLOYMENT; AND 4) THE FEDERAL ROLE IN CHILD HEALTH AND NUTRITION MUST BE EXPANDED.

NU A 157
CA NEW YORK STATE EDUCATION DEPARTMENT. DIVISION OF CONTINUING EDUCATION.
TI ADULT EDUCATION ACT: P.L. 91-230 AS AMENDED: STATE PLAN NEW YORK 1980-82.
PB NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR [80]
NT 89P.
DE ADULT EDUCATION, *LEGISLATION, GOVERNMENT SCHOOL RELATIONSHIP, *STATE PROGRAMS, *ADULT BASIC EDUCATION
AB THE NEW YORK STATE ADULT BASIC EDUCATION PLAN 1980-82 OUTLINES OPERATIONAL POLICIES AND PROCEDURES FOR ABE PROGRAMS IN NEW YORK AND EXPLAINS THE ADMINISTRATIVE/ORGANIZATIONAL FUNCTION OF THE STATE DEPARTMENT OF EDUCATION. DEVELOPED WITHIN ADULT EDUCATION ACT GUIDELINES, THE STATE FRAMEWORK IS DIVIDED INTO BROAD CATEGORIES AS FOLLOWS: ADMINISTRATIVE AND POLICY PROVISIONS; PARTICIPATORY PLANNING; NEEDS, GOALS, OBJECTIVES; SECTION 306 ANNUAL APPLICATIONS FOR LOCAL AGENCIES; AND SECTION 310 APPLICATIONS FOR LOCAL AGENCIES.

NU A 158
CA NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION (WASHINGTON, D.C.).
TI HISTORY OF THE ADULT EDUCATION ACT, A.
PB NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION,
WASHINGTON, D.C.
YR NOV 80.
NT 35P.
DE ADULT EDUCATION, *LEGISLATION, GOVERNMENT ROLE, *FEDERAL STATE RELATIONSHIP
AB THIS REPORT WAS PREPARED BY THE GOVERNMENTAL RELATIONS AND LEGISLATIVE COMMITTEE OF THE NATIONAL COUNCIL ON ADULT EDUCATION TO PROVIDE A HISTORICAL SYNOPSIS OF THE FEDERAL LEGISLATIVE ROLE IN ADULT EDUCATION. ADULT EDUCATION LEGISLATION BETWEEN 1964-1978 IS COVERED IN DETAIL. UNDER EACH ACT OR AMENDMENT IS LISTED A BRIEF LEGISLATIVE HISTORY, STATEMENT OF PURPOSE, STATE PLANS, ALLOTMENTS AND GRANTS, REVISIONS TO THE LEGISLATION, APPROPRIATIONS AUTHORIZED, AND NOTES ON CREATION OF ADVISORY COUNCILS, CLEARINGHOUSES, SPECIAL PROJECTS FOR TARGET GROUPS AND PROVISIONS FOR EXPERIMENTAL DEMONSTRATION PROJECTS OR TEACHER TRAINING.

NU A 159
CA NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION (WASHINGTON, D.C.).
TI SPECIAL REPORT TO THE PRESIDENT AND TO THE CONGRESS OF THE UNITED STATES BY THE NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION, A.
PB U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
YR 79.
NT ED 179 814; 146P.; PHOTOGRAPHS AND ITALICIZED PRINT IN THIS DOCUMENT WILL NOT REPRODUCE WELL.
DE *EDUCATIONAL PLANNING, *GOVERNMENT ROLE, . *LIFELONG LEARNING, EDUCATIONAL FINANCE, FEDERAL AID
AB THIS REPORT POINTS OUT THAT THE U.S. IS VIRTUALLY ALONE AMONG INDUSTRIALIZED COUNTRIES IN HAVING NO OFFICIALLY RECOGNIZED BODY THROUGH WHICH A DIALOG CAN BE SUSTAINED ON ADULT EDUCATION MATTERS. FURTHERMORE, THE DELIVERY SYSTEM IS TOO OFTEN PREVENTED FROM DELIVERING NEEDED SERVICES BY ITS NEAR-TOTAL DEPENDENCE ON TUITION INCOME. ACTIVITIES OF THE NATIONAL ADVISORY COUNCIL SPEAK TO THESE AND OTHER NATIONAL ISSUES, DESCRIBING PUBLIC HEARINGS, MEETINGS WITH CONCERNED OFFICIALS AND REPRESENTATIVES, AND RECOMMENDATIONS FOR ACTION. THE REPORT RECOMMENDS TO THE PRESIDENT THAT THE EXECUTIVE BRANCH ACTIVATE ITS LEADERSHIP POTENTIAL IN EDUCATIONAL PLANNING, POLICY, AND PROGRAM DEVELOPMENT FOR THE UNSERVED AND UNDERSERVED ADULT LEARNER; EXPAND THE SCOPE OF NIE (NATIONAL INSTITUTE OF EDUCATION) RESEARCH ACTIVITIES; AND ENCOURAGE ICA (INTERNATIONAL COMMUNICATIONS AGENCY) SUPPORT FOR ADULT AND CONTINUING EDUCATION. THE CONGRESS IS REQUESTED TO REAUTHORIZE TITLE I OF THE HIGHER EDUCATION ACT TO IMPROVE WAYS OF MEETING ADULT LEARNING NEEDS. APPENDICES INCLUDE AN EXECUTIVE SUMMARY AND DISCUSSION OF FEDERAL POLICIES FOR POSTSECONDARY CONTINUING EDUCATION, AN ANALYSIS OF THE CURRENT FEDERAL ROLE IN SUPPORT OF SUCH EDUCATION, AND A SUMMARY OF PUBLIC HEARINGS ON TITLE I.

NU A 160
CA NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION (WASHINGTON, D.C.).
TI NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION. A REPORT TO THE PRESIDENT OF THE UNITED STATES. NEW LEGISLATION AND A NEW PLAN.
PB U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
YR 79.
NT ED 177 358; 52P.; SOME PAGES IN THIS DOCUMENT WILL NOT REPRODUCE WELL DUE TO SMALL PRINT.
DE *ADULT EDUCATION, *FEDERAL PROGRAMS, FEDERAL STATE RELATIONSHIP, STATE PROGRAMS
AB THIS ANNUAL REPORT OF THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION (NACAE) FOCUSES ON BOTH GENERAL STATISTICS AND CHANGE IN THE FEDERAL INVOLVEMENT IN ADULT EDUCATION SINCE 1965 IN LIGHT OF THE NEW 1978 LEGISLATION. THE FIRST THREE SECTIONS CONTAIN: 1) BASIC FACTS ABOUT ADULT BASIC LEARNING SUCH AS NUMBER OF PARTICIPANTS, RATIONALE FOR PROGRAMS, AND GEOGRAPHIC DISTRIBUTION AND RESULTS OF PROGRAMS; 2) A DESCRIPTION OF RESPONSE TO CONGRESS' DIRECTION TO EXPAND THE DELIVERY SYSTEM FOR ADULT EDUCATION WITHIN THE STATES TO INCORPORATE A VARIETY OF INTERESTS AND ORGANIZATIONS; AND 3) A REVIEW OF THE COUNCIL'S INVOLVEMENT IN DRAFTING THE NEW LEGISLATION'S REGULATIONS. THE MANDATE OF NACAE IS OUTLINED LISTING SEVERAL METHODS OF INVOLVEMENT. APPENDICES INCLUDE THE ADULT EDUCATION ACT WITH 1978 AMENDMENTS, LISTS OF COUNCIL MEMBERS AND OFFICERS, AND STATE ALLOTMENTS (1965-1980).

NU A 161
CA MARYLAND STATE DEPARTMENT OF EDUCATION. DIVISION OF INSTRUCTIONAL TELEVISION.
TI BASIC EDUCATION: TEACHING THE ADULT: WORK MANUAL.
SE A TEACHER EDUCATION SERIES.
PB MARYLAND STATE DEPARTMENT OF EDUCATION, OWINGS MILLS, MD.
YR 75.
NT 379P.
DE *ADULT BASIC EDUCATION, GUIDES, *TEACHER EDUCATION PROGRAMS, *INSERVICE TEACHER EDUCATION, *ADULT EDUCATORS
AB THIS WORK MANUAL COMPLEMENTS A TELEVISION INSERVICE TRAINING PROGRAM FOR TEACHERS AND STAFF OF ADULT BASIC EDUCATION. THE THIRTY LESSONS ARE CATEGORIZED UNDER SIX UNITS: 1) INTRODUCTION TO THE ADULT LEARNER; 2) DESIGNING THE ABE PROGRAM; 3) DEVELOPING CURRICULUM CONTENT; 4) INSTRUCTIONAL MATERIALS AND METHODS; 5) GUIDING THE ADULT LEARNER; AND 6) OTHER FACTORS. THREE SUGGESTED FORMATS FOR PRESENTING THIS MATERIAL ARE GIVEN IN AN APPENDIX.

NU A 162
AU AXFORD, ROGER W.
TI ADULT EDUCATION: THE OPEN DOOR.
PB INTERNATIONAL TEXTBOOK COMPANY, SCRANTON, PA.
YR 69.
NT 247P.
DE *ADULT EDUCATION, *ADULT EDUCATORS, BIBLIOGRAPHIES, *EDUCATIONAL HISTORY
AB THIS INTRODUCTORY TEXTBOOK IN ADULT EDUCATION DEVOTES CHAPTERS TO THE HISTORY AND PIONEERS OF THE ADULT EDUCATION MOVEMENT; ADULT EDUCATORS; ADULT LEARNERS; PROGRAMMING AND EVALUATING ADULT EDUCATION PROGRAMS; COUNSELING OF ADULT LEARNERS; AND DISCUSSION OF THE PHILOSOPHY OF AND NEED FOR RESEARCH IN ADULT EDUCATION. APPENDICES INCLUDE EVALUATIVE CRITERIA FOR PUBLIC SCHOOL ADULT EDUCATION PROGRAMS, AND INFORMATION ON RESIDENTIAL ADULT EDUCATION PROGRAMS IN THE UNITED STATES AND GREAT BRITAIN. EACH CHAPTER INCLUDES A BIBLIOGRAPHY AND THE CHAPTER ON EVALUATION INCLUDES FORMS USED FOR STUDENT EVALUATIONS OF PROGRAMS. THE AUTHOR CITES NUMEROUS CASES AND ANECDOTES FROM HIS OWN EXPERIENCE.

NU A 163
CA NATIONAL EDUCATION ASSOCIATION (WASHINGTON, D.C.).
TI ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS AND TEACHER TRAINERS.
PB NAPSAE,
WASHINGTON, D.C.
YR 67.
NT 200P.
DE *ADULT BASIC EDUCATION, *TEACHER EDUCATION, *TEACHING METHODS, GUIDES
AB A TEACHER TRAINING MANUAL DEVELOPED IN THREE ADULT BASIC EDUCATION WORKSHOPS SPONSORED BY THE NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION (NAPSAE) OUTLINES A SCHEME APPLICABLE BOTH TO TRAINEES AND TO THEIR DISADVANTAGED CLIENTELE. TEACHER TRAINING METHODS INCLUDE ROLE PLAYING, TALKS BY EXPERTS, DEMONSTRATIONS AND EXHIBITIONS, FIELD TRIPS, FILMS, SMALL GROUP DISCUSSION, WORK GROUPS, AND INDIVIDUAL STUDY. THE ADULT BASIC CURRICULUM INCLUDES READING SKILLS, LANGUAGE ARTS, AND CONCEPTS IN MATHEMATICS, CITIZENSHIP, FAMILY AND COMMUNITY LIFE, AND ADJUSTMENT TO THE WORKING WORLD. TO COPE WITH SUCH PROBLEMS AS LOW STUDENT MOTIVATION AND SELF-IMAGE, ECONOMIC AND CULTURAL DEPRIVATION, FEAR AND HOSTILITY, AND VALUES AND BEHAVIOR AT VARIANCE WITH MIDDLE-CLASS AND UPPER-CLASS NORMS, THE TEACHER NEEDS ABOVE AVERAGE RESOURCEFULNESS AND HUMAN UNDERSTANDING, AND MUST DEVELOP SKILL IN SELECTING AND USING PRINTED MATERIALS (NOTABLY THE MAJOR SEQUENTIAL LITERACY SYSTEMS), AUDIOVISUAL AIDS, CLASSROOM TECHNIQUES, COUNSELING ACTIVITIES, AND STANDARDIZED TESTS. IN WORKING WITH NONENGLIGH SPEAKING ADULTS, ORAL TEACHING SHOULD BE STRESSED. (THE DOCUMENT INCLUDES A SAMPLE ONE-WEEK TRAINING SESSION, EVALUATION SHEETS AND OTHER FORMS, SUGGESTED ACTIVITIES AND RESOURCES, SIX APPENDICES, AND NUMEROUS REFERENCES.)

NU A 164
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY. ADULT EDUCATION PROGRAM.
TI ADULT BASIC EDUCATION HANDBOOK: A RESOURCE FOR ADMINISTRATORS, TEACHERS AND COUNSELORS.
PB NORTHWEST REGIONAL EDUCATION LABORATORY,
PORTLAND, OR.
YR NOV 77.
NT 322P.
DE *ADULT BASIC EDUCATION, *GUIDES, *RESOURCE MATERIALS, *ADMINISTRATOR ROLE
AB DESIGNED AS A GENERAL SOURCE OF INFORMATION FOR ADULT BASIC EDUCATION STAFF MEMBERS, THIS HANDBOOK WAS WRITTEN BY ABE INSTRUCTORS WHO PRESENT THEIR OWN POINT OF VIEW ON ADMINISTRATIVE, INSTRUCTIONAL, AND CURRICULAR TOPICS. IT IS DIVIDED INTO FIVE SECTIONS AS FOLLOWS: 1) INTRODUCTORY MATERIAL; 2) MATERIAL FOR THE PROGRAM ADMINISTRATOR (PERSONNEL SUPERVISION, RETENTION OF STUDENTS, PUBLIC RELATIONS, EVALUATION); 3) INFORMATION FOR THE ABE TEACHER (PROFESSIONAL RESPONSIBILITIES, DIAGNOSIS, PLACEMENT, GUIDANCE); 4) CURRICULUM (BACKGROUND MATERIAL, BIBLIOGRAPHY, LEARNING OBJECTIVES FOR READING, MATHEMATICS, ENGLISH AS A SECOND LANGUAGE, CONSUMER EDUCATION, GENERAL EDUCATION DEVELOPMENT (GED)); AND 5) RESOURCES FOR IMPROVING ABE PROGRAMS.

NU A 165
AU KNOX, ALAN B., ET AL.
CA COLUMBIA UNIVERSITY. CENTER FOR ADULT EDUCATION.
TI EVALUATION GUIDE FOR ADULT BASIC EDUCATION PROGRAMS, AN.
PB COLUMBIA UNIVERSITY,
NEW YORK. NY.
YR 72.
NT ED 091 537; 164P.; STEP-BY-STEP INSTRUCTIONS INCLUDING THE QUESTIONNAIRES AND OTHER FORMS NEEDED FOR EVALUATION.
DE *ADULT BASIC EDUCATION, *EVALUATION, *EVALUATION METHODS, *GUIDES, *PROGRAM EVALUATION
AB AN OUTCOME OF A STUDY OF ADULT BASIC EDUCATION PROGRAMS INITIATED THREE YEARS AGO BY THE COLUMBIA UNIVERSITY CENTER OF ADULT EDUCATION, THE EVALUATION GUIDE WITH ITS STEP-BY-STEP INSTRUCTIONS CAN BE USED FOR BOTH FORMATIVE AND SUMMATIVE EVALUATIONS OF ADULT BASIC EDUCATION PROGRAMS. BACKGROUND RESEARCH INVOLVED IN THIS PUBLICATION INCLUDED DIRECT FIELD EXPERIENCE WITH OVER 40 LOCAL ADULT BASIC EDUCATION OPERATIONS. ONE SECTION IS RELATED TO THE "HOW" OF EVALUATING A PROGRAM AND INCLUDES COVERAGE OF TYPE OF APPROACH, PREPARING INITIAL AND DETAILED PLANS, MAKING A PRELIMINARY SURVEY, COLLECTING DATA, AND ANALYZING AND INTERPRETING DATA. THE SECTION ON "WHAT" TO EVALUATE IS RELATED TO RECRUITMENT, STAFFING, INSERVICE EDUCATION, INSTRUCTION, COLLABORATION, AND GOAL-SETTING. APPROXIMATELY 80 PAGES ARE DEVOTED TO THE SAMPLE INSTRUMENTS (INTERVIEW GUIDES, QUESTIONNAIRES, AND FORMS) NEEDED TO COLLECT EVALUATION DATA. THE APPENDICES INCLUDE AN ANNOTATED BIBLIOGRAPHY ON EVALUATION METHODS, EXTERNAL STANDARDS INFORMATION FOR EVALUATION INTERPRETATION, AND ADAPTATION FOR ABE/MODEL CITIES JOINT PROGRAMS.

NU A 166
CA PENNSYLVANIA DEPARTMENT OF EDUCATION. DIVISION OF ADULT AND COMMUNITY EDUCATION.
TI 310'S SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS AND TEACHER TRAINING.
PB PENNSYLVANIA DEPARTMENT OF EDUCATION,
HARRISBURG, PA.
YR 79.
NT 47P.
DE *DEMONSTRATION PROGRAMS, *TEACHER EDUCATION PROGRAMS, *PROGRAM DESCRIPTIONS
AB THIS REPORT DESCRIBES 39 SECTION 310 PROJECTS FUNDED IN PENNSYLVANIA DURING FISCAL YEAR 1979. THE PROJECTS ARE LISTED AS EITHER SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS OR TEACHER TRAINING PROJECTS. BRIEF STATEMENTS OF PROJECT GOALS AND PROPOSED PROGRAMS FOR ACHIEVING THEM ARE PROVIDED ALONG WITH THE PROJECT DIRECTOR'S NAME, ADDRESS, AND PHONE NUMBER.

NU A 167
AU NEWMAN, ANABEL P.
TI ADULT BASIC EDUCATION: READING.
PB ALLYN AND BACON,
BOSTON, MA.
YR 80.
NT 235P.; APPENDICES AND BIBLIOGRAPHY P.187-191.
DE *ADULT READING PROGRAMS, *READING INSTRUCTION, LITERACY EDUCATION, LEARNING ACTIVITIES
AB INTENDED FOR INSTRUCTORS, TUTORS, VOLUNTEERS, AND WRITTEN IN NONTECHNICAL LANGUAGE, THIS BOOK TELLS HOW TO DIAGNOSE ADULT READING DIFFICULTIES AND DESIGN MOTIVATING LEARNING ACTIVITIES BASED ON STUDENT READING INTERESTS AND NEEDS. INCLUDED ARE MANY ACTIVITY SUGGESTIONS, TEACHING METHODS, TECHNIQUES, AND PLANNING STRATEGIES. VARIOUS TESTS FOR ASSESSING READING LEVEL ARE DISCUSSED IN THE PLANNING ASSESSMENT CHAPTER AND ANOTHER CHAPTER DISCUSSES HOW TO EVALUATE STUDENT/INSTRUCTOR PROGRESS AFTER THE READING PROGRAM HAS STARTED. A LIST OF ORGANIZATIONS CONCERNED WITH ADULT READING AND A LIST OF FREE OR INEXPENSIVE RESOURCES FOR ADULT READING EDUCATION ARE INCLUDED. COMMUNITY, PROFESSIONAL, AND COMMERCIAL RESOURCES AND MATERIALS ARE DISCUSSED WITHIN THE PLANNING RESOURCES CHAPTER. INCLUDES A BIBLIOGRAPHY, CASE STUDY MATERIAL, AND SOURCES OF DIAGNOSTIC MATERIALS.

NU A 168
AU MEZIROW, JACK.
CA COLUMBIA UNIVERSITY. CENTER FOR ADULT EDUCATION.
TI EVALUATING STATEWIDE PROGRAMS OF ADULT BASIC EDUCATION: A DESIGN WITH INSTRUMENTATION.
PB COLUMBIA UNIVERSITY,
NEW YORK, NY.
YR 75.
NT ED 114 674; 152P.
DE *ADULT BASIC EDUCATION, *EVALUATION, *ADULT PROGRAMS, *EVALUATION METHODS, *QUESTIONNAIRES, STATE PROGRAMS
AB DESIGNED TO ASSIST EVALUATORS OF STATEWIDE PROGRAMS FOR ADULT BASIC EDUCATION (ABE), THE DOCUMENT PRESENTS A PERSPECTIVES DISCREPANCY ASSESSMENT APPROACH. THE EVALUATION DESIGN AND INSTRUMENTATION PRESENTED WERE USED TO EVALUATE ABE PROGRAMS IN IOWA AND THIS EFFORT IS DESCRIBED TOGETHER WITH SUGGESTIONS FOR ADAPTING THE IOWA DESIGN TO FIT OTHER STATEWIDE PROGRAMS. SIX MAJOR AREAS OF DECISION-MAKING ARE IDENTIFIED WITH SPECIFICS SHOWING HOW TO ANALYZE QUESTIONNAIRE DATA IN TERMS OF EXPECTATIONS AND CURRENT PRACTICE: 1) GOAL SETTING; 2) INSTRUCTION; 3) RECRUITMENT OF STUDENTS; 4) STAFFING; 5) INSERVICE EDUCATION FOR STAFF DEVELOPMENT; AND 6) COLLABORATION. AN EXTENDED ANALYSIS EXAMINES STUDENTS AND STAFF. THE EVALUATION METHODOLOGY IS FLEXIBLE, AND SUGGESTIONS ARE MADE FOR REVISION OF INSTRUMENTS AND THE LIMITATION TO ONE OR MORE OF SIX AREAS OF DECISION-MAKING.

NU A 169
CA NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION (WASHINGTON, D.C.).
TI TARGET POPULATION IN ADULT EDUCATION, A: REPORT OF THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION: ECONOMIC PERSPECTIVES AND PROSPECTS, A FOCUS ON THE CLIENT, STATE DEMOGRAPHIC DATA.
PB NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION, WASHINGTON, D.C.
YR NOV74.
NT 157P.
DE *ADULT BASIC EDUCATION, *REPORTS, *POPULATION DISTRIBUTION
AB THE ADULT EDUCATION TARGET POPULATION IS COMPOSED OF ADULTS, SIXTEEN OR OLDER, WHO HAVE NOT COMPLETED HIGH SCHOOL. THIS STUDY REPORTS ON THE FINDINGS OF THE RESEARCH COMMITEEE OF THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION IN THREE AREAS. THE FIRST AREA, "ECONOMIC PERSPECTIVES AND PROSPECTS," EXAMINES THIS TARGET POPULATION WITH RESPECT TO THE ECONOMIC CLIMATE, JOB MARKET PARTICIPATION, AND OCCUPATIONAL MOBILITY. "A FOCUS ON THE CLIENT" PROVIDES INFORMATION ABOUT PEOPLE ELIGIBLE FOR ABE PROGRAMS, DEGREE OF PARTICIPATION, FEDERAL ACTIVITIES SUPPORTING ADULT EDUCATION AND NATIONAL ORGANIZATIONS CONCERNED WITH THE TARGET POPULATION. SECTION III GIVES STATE-BY-STATE DEMOGRAPHIC DATA ON POPULATION, CORRECTIONAL INSTITUTIONS, INCOME, OCCUPATION, ABE, AND OTHER EDUCATIONAL INFORMATION. RECOMMENDATIONS FOR INCREASING PARTICIPATION IN ABE PROGRAMS ARE GIVEN.

NU A 170
AU CALDWELL, PHYLLIS A.
TI INFORMATION SYSTEMS: AN INTRODUCTION FOR ADULT EDUCATORS.
YR 77.
NT ED 146 449; 25P.; SPEECH PRESENTED AT THE NATIONAL ADULT EDUCATION ASSOCIATION MEETING (DETROIT, MICHIGAN, OCTOBER 31, 1977).
DE *ADULT EDUCATION, *INFORMATION NETWORKS, *MARKETING, INFORMATION NEEDS, INFORMATION PROCESSING
AB IN THIS PAPER, THE AUTHOR'S PRIMARY FOCUS IS ON A MARKETING INFORMATION SYSTEM AND ITS POTENTIAL IMPORTANCE FOR ADULT EDUCATORS. THE CONTENT IS IN SEVEN SECTIONS. THE FIRST TWO SECTIONS BRIEFLY INTRODUCE INFORMATION SYSTEMS IN GENERAL AND THEIR RELEVANCE FOR ADULT EDUCATORS. THE THIRD SECTION BRIEFLY DESCRIBES GENERAL MANAGEMENT INFORMATION SYSTEMS; THE MASSACHUSETTS ADULT BASIC EDUCATION INFORMATION SYSTEM IS PROVIDED AS AN ILLUSTRATION. THE NEXT TWO SECTIONS BRIEFLY HIGHLIGHT TWO SYSTEMS, RESEARCH OR RESOURCE INFORMATION SYSTEMS AND OCCUPATIONAL INFORMATION SYSTEMS. THE ERIC CLEARINGHOUSE ON CAREER EDUCATION AND THE ADELL (ADULT EDUCATION AND LIFELONG LEARNING) CLEARINGHOUSE ARE PROVIDED AS EXAMPLES FOR THE FIRST SYSTEM AND THE MASSACHUSETTS OCCUPATIONAL INFORMATION SYSTEM IS USED TO ILLUSTRATE THE LATTER SYSTEM. THE SIXTH SECTION DESCRIBES THE MARKETING INFORMATION SYSTEM, OUTLINES KEY QUESTIONS FOR DETERMINING THE MARKETING INFORMATION NEEDS OF MANAGERS, DISCUSSES FIVE FUNCTIONAL COMPONENTS OF THE SYSTEM (INFORMATION SOURCES, COLLECTION, PROCESS, REPORTING, AND INFORMATION USES), AND IDENTIFIES THE DIMENSIONS ALONG WHICH THE SYSTEM MIGHT BE EVALUATED. THE FINAL SECTION DISCUSSES THE FUNCTIONAL COMPONENTS OF A MARKETING INFORMATION SYSTEM FOR CONTINUING EDUCATION AND SUMMARIZES SOME OF THE BENEFITS ANTICIPATED FOR A CONTINUING EDUCATION PROGRAM THROUGH THE USE OF THE SYSTEM.

NU A 171
AU BOREI, SVEN H.E.; SHIVELY, JOE E.
TI APPALACHIAN ADULT LITERACY PROGRAMS SURVEY (ALPS). FINAL REPORT. VOLUME I: NARRATIVE.
PB EDUCATIONAL SERVICES OFFICE, APPALACHIA EDUCATIONAL LABORATORY, CHARLESTON, VA.
YR 81.
NT 184P.; REFERENCES P.183-184; 95 TABLES; 21 FIGURES; VOLUME II CONTAINS APPENDICES.
DE *LITERACY EDUCATION, PROGRAM DEVELOPMENT, *ADULT READING PROGRAMS, *SURVEYS
AB THIS TWO VOLUME SURVEY REPORT PRESENTS FINDINGS AND RECOMMENDATIONS ON ADULT LITERACY PROGRAMS WITHIN A 13 STATE APPALACHIAN REGION WHICH INCLUDES 42 NEW YORK COUNTIES, CONTAINING 260 LITERACY PROGRAMS. EIGHTY-NINE LITERACY PROGRAMS IN NEW YORK STATE WERE SURVEYED. ADULT FUNCTIONAL LITERACY IS DEFINED AND THE SURVEY METHODOLOGY EXPLAINED. THE SURVEY COVERED PROGRAM DESCRIPTIONS, STUDENT PLACEMENT AND PROGRESS, INSTRUCTIONAL ACTIVITIES, TEACHING STAFF, PROGRAM GOVERNANCE, ADMINISTRATIVE ACTIVITIES, AND STAFF. THE RESULTS INCLUDE DEMOGRAPHIC AND QUESTIONNAIRE RESPONSE DATA AND SITE INTERVIEW SUMMARIES WHICH FLESH OUT PHILOSOPHICAL, STUDENT TYPE, AND STAFF INFORMATION NOT COVERED WITHIN THE QUESTIONNAIRE. FIFTEEN RECOMMENDATIONS FOR PROGRAM IMPROVEMENT AND CLARIFICATION OF DEFINITIONS, AUDIENCE, AND ILLITERACY RATE ARE PRESENTED.

NU A 172
AU LYNCH, ROBERT; SMITH, MONA.
CA STATE UNIVERSITY OF NEW YORK (GENESEO). COLLEGE AT GENESEO. MIGRANT CENTER.
TI GUIDEBOOK: IN-CAMP EDUCATION FOR MIGRANT FARMWORKERS.
PB STATE UNIVERSITY OF NEW YORK, GENESEO, NY.
YR 77.
NT ED 143 493; 232P.; REVISED BY SYLVIA KELLY; BEST COPY AVAILABLE.
DE *MIGRANT ADULT EDUCATION, *GUIDES, *PROGRAM DEVELOPMENT, *PROGRAM DESCRIPTIONS, PROGRAM EVALUATION
AB AN IN-CAMP LEARNING PROGRAM FOCUSES ON THE SPECIFIC NEEDS OF THE OUT-OF-SCHOOL YOUTH AND ADULT MIGRANT FARMWORKER. ALTHOUGH ITS PRIMARY INTENT IS THAT OF EDUCATION, THE PROGRAM ADDRESSES OTHER AREAS SUCH AS HEALTH AND SOCIAL SERVICES. IN 1976, NEW YORK'S IN-CAMP LEARNING PROGRAM SERVED 400 MIGRANT FARMWORKERS IN 15 CAMPS IN THE COUNTIES OF LIVINGSTON, NORTHERN STEUBEN, AND WYOMING. THE PROGRAM'S MAJOR GOAL WAS TO HELP THESE FARMWORKERS MASTER THOSE TOOLS OF COMMUNICATION, THINKING AND SELF-DIRECTION THAT BEST HELP THEM MAKE THOSE DECISIONS CRITICAL TO THEIR DAILY AND FUTURE LIVES. THIS GUIDEBOOK PRESENTS GENERAL GUIDELINES FOR DEVELOPING AN IN-CAMP LEARNING PROGRAM; OUTLINES THE 1976 IN-CAMP LEARNING PROGRAM'S BASIC EDUCATIONAL NEEDS, OBJECTIVES, LEARNING EXPERIENCES, AND EVALUATIVE PROCEDURES; SUMMARIZES THE ACTIVITIES CONDUCTED AT THE VARIOUS CAMPS; AND DISCUSSES FIVE TEACHING STRATEGIES USED BY THE IN-CAMP TEACHERS AND TUTORS. APPENDICES INCLUDE A LISTING OF THE LABOR CAMPS IN NEW YORK, GUIDELINES FOR PERSONAL CONDUCT IN WORKING IN THE CAMPS, LISTING OF AUDIOVISUAL EQUIPMENT FOR IN-CAMP USE, A BASIC MATH INVENTORY, PROGRAM POLICIES AND PROCEDURES, A LISTING OF THE COLLEGE ASSISTANCE MIGRANT PROGRAMS AND THE HIGH SCHOOL EQUIVALENCY PROGRAMS IN THE U.S., AND COPIES OF VARIOUS FORMS USED IN THE PROGRAM.

NU A 173
AU BROWN, DON A., ED.
CA NATIONAL INSTITUTE FOR ADVANCED STUDIES (WASHINGTON, D.C.).
TI HANDBOOK FOR ORGANIZING AND MANAGING LITERACY PROGRAMS FOR ADULTS. A RESOURCE FOR THOSE CONCERNED WITH EFFECTIVE ORGANIZATION AND MANAGEMENT OF ADULT LITERACY PROGRAMS.
PB U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
YR 79.
NT ED 205 707; 114P.
DE *GUIDES, *LITERACY EDUCATION, *PROGRAM ADMINISTRATION, ADULT BASIC EDUCATION, BASIC SKILLS, EVALUATION METHODS
AB THIS GUIDE IS A RESOURCE BOTH FOR ORGANIZING AND FOR MANAGING ADULT LITERACY PROGRAMS. BASED ON THE COLLECTIVE INPUT AND REFINEMENT OF NATIONAL LEADERS IN ADULT BASIC EDUCATION, THE HANDBOOK PROVIDES COVERAGE OF PROGRAM PLANNING, STAFF DEVELOPMENT, STUDENT RECRUITMENT AND RETENTION, INSTRUCTIONAL APPROACHES AND TECHNIQUES, INSTRUCTIONAL MATERIALS, AND EVALUATION, AMONG OTHER CONCERNS. EACH CHAPTER OF THE HANDBOOK HAS BEEN WRITTEN TO STAND ALONE. FOLLOWING INTRODUCTORY MATERIAL DESCRIBING THE HANDBOOK'S PURPOSE, DEVELOPMENT, AND INTENDED AUDIENCE, THE GUIDE IS DIVIDED INTO TWO PARTS. PART 1 FOCUSES ON ORGANIZING AN ADULT LITERACY PROGRAM AND INCLUDES CHAPTERS ON PREPARING FOR AND OPERATING AN ADULT LITERACY PROGRAM. PART 2 CONCENTRATES ON THE MANAGEMENT OF ADULT LITERACY PROGRAMS, COVERING THE FOLLOWING MATERIAL: WORKING WITH ADULT LEARNERS; RECRUITING ADULT LEARNERS; THE INSTRUCTIONAL PROGRAM FOR ADULTS; AND RETAINING LEARNERS IN ADULT LITERACY PROGRAMS. EXAMPLES OF RECORDKEEPING SYSTEMS FOR ADULT LITERACY PROGRAMS ARE INCLUDED IN THE HANDBOOK'S APPENDIX.

NU A 174
AU NEWMAN, ANABEL P.; PARER, MICHAEL S.
CA INDIANA UNIVERSITY (BLOOMINGTON). INSTITUTE FOR CHILD STUDY.
TI LITERACY INSTRUCTOR TRAINING (LIT-TV). FINAL REPORT.
PB INDIANA UNIVERSITY, BLOOMINGTON, IN.
YR 78.
NT ED 155 596; 286P.; ERIC MICROFICHE WILL NOT REPRODUCE TO PAPER COPY DUE TO PRINT QUALITY.
DE *ADULT BASIC EDUCATION, *LITERACY EDUCATION, *TEACHER EDUCATION, *TELEVISION, LEARNING DISABILITIES,
AB THE ABE/LD-TV (OR LIT-TV) PROGRAM CONSISTS OF THREE COLOR TELEVISION FILMS AND A HANDBOOK; ITS NEED WAS SHOWN BY AN ASSESSMENT OF ADULT BASIC EDUCATION (ABE) PROGRAMS THROUGHOUT INDIANA WHICH REVEALED THAT THE MAJORITY OF ADULT EDUCATION WORKERS HAD UNCLEAR AND CONFLICTING IDEAS ABOUT LEARNING DISABILITIES IN ADULTS. THROUGHOUT THE DEVELOPMENT AND PRODUCTION STAGES OF THE MATERIALS THERE WAS CONSTANT AND INTENSIVE FORMATIVE EVALUATION, INCLUDING EXPERT APPRAISAL BEFORE SHOOTING, STORYBOARDING OF FILMS AT VARIOUS STAGES OF DEVELOPMENT, EXPERT REAPPRAISAL OF REFINED MATERIALS, AND A FIELD EVALUATION OF BOTH COMPLETED STORYBOARDS AND THE TOTAL PROTOTYPE INSTRUCTIONAL MATERIALS. IN THE DISSEMINATION PHASE OF THE PROJECT, LIT-TV WORKSHOPS WERE CONDUCTED WITH LITERACY VOLUNTEERS, ABE EDUCATORS, AND LIBRARIANS FROM AROUND THE STATE, AND THE MATERIALS WERE MADE AVAILABLE TO LOCAL WORKSHOPS STATEWIDE. (APPENDICES CONSTITUTE MORE THAN HALF OF THE DOCUMENT AND INCLUDE MATERIALS RELATED TO PROGRAM BACKGROUND, TARGET POPULATIONS, NEEDS ANALYSIS, DESIGN, DEVELOPMENT AND PRODUCTION, INFORMATION DISSEMINATION, AND EVALUATION.)

NU A 175
AU THIAGARAJAN, SIVASAILAM.
CA INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS (TEHERAN, IRAN).
TI PROGRAMMED INSTRUCTION FOR LITERACY WORKERS: A GUIDE FOR DEVELOPING SELF-INSTRUCTIONAL MATERIALS AND STRATEGIES FOR ADULT LEARNERS, LITERACY TEACHERS AND DISCUSSION LEADERS.
PB HULTON EDUCATIONAL PUBLICATIONS LTD.,
AMERSHAM, BUCKS, ENGLAND;
INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS,
TEHRAN, IRAN.
YR 76.
NT 136P.
DE *LITERACY, *LITERACY EDUCATION, *PROGRAMED INSTRUCTION, *TEACHING METHODS, INSTRUCTIONAL MATERIALS
AB THIS TEXT IS ONE OF A SERIES OF TECHNICAL MONOGRAPHS ON LITERACY IN DEVELOPMENT WHOSE PURPOSE IS TO GIVE TECHNICAL HELP TO LITERACY WORKERS IN ASIA, AFRICA, AND LATIN AMERICA. IT IS DIVIDED INTO THE FOLLOWING TEN CHAPTERS: 1) WHAT IS PROGRAMMED INSTRUCTION?; 2) WHO ARE YOU GOING TO TEACH?; 3) WHAT SUBJECT MATTER ARE YOU GOING TO TEACH?; 4) WHAT LITERACY SKILLS ARE YOU GOING TO TEACH?; 5) HOW ARE YOU GOING TO TEACH?; 6) HOW TO REVISE YOUR PROGRAMME; 7) OTHER TYPES OF PROGRAMMED INSTRUCTION; 8) HOW TO PREPARE PROGRAMMED-TUTORING MATERIALS; 9) HOW TO PREPARE PROGRAMMED GAMES; AND 10) PROGRAMMED INSTRUCTION ON A LARGE SCALE.

NU A 176
AU ESCOBAR, JOANNA SCULLEY; DAUGHERTY, JOHN.
TI ADMINISTRATOR'S CHECKLIST, AN. BOOK 1. HANDBOOK FOR THE ESL/ABE ADMINISTRATOR.
PB BILINGUAL EDUCATION SERVICE CENTER,
ARLINGTON HEIGHTS, IL.;
NORTHWEST EDUCATIONAL COOPERATIVE,
PALATINE, IL.
YR 75.
NT ED 117 518; 18P.
DE *ADMINISTRATOR GUIDES, *ADULT BASIC EDUCATION, *ENGLISH (SECOND LANGUAGE), *PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT
AB THE MANUAL PROVIDES A CHECKLIST FOR ADMINISTRATORS RESPONSIBLE FOR DEVELOPING, IMPLEMENTING, AND EVALUATING AN ADULT ENGLISH AS A SECOND LANGUAGE PROGRAM. THE CHECKLIST CONSISTS OF FOUR SECTIONS: PHILOSOPHY; ADMINISTRATION AND ORGANIZATION; PROGRAM DEVELOPMENT AND OPERATION; AND PROGRAM IMPACT. FOR EACH SECTION THERE IS A SERIES OF SPECIFIC QUESTIONS DESIGNED TO EXAMINE THE BASIC PROGRAM COMPONENT. FOR EACH QUESTION THERE IS A SERIES OF POINTS TO BE CONSIDERED, EACH OF WHICH IS FORMULATED AROUND DETERMINING THE EXTENT TO WHICH THE PROGRAM FULFILLS THE BASIC COMPONENT DEMANDS.

NU A 181
AU ESCOBAR, JOANNA SCULLEY; DAUGHERTY, JOHN.
TI ANNOTATED BIBLIOGRAPHY OF ADULT ESL INSTRUCTIONAL MATERIALS, AN.
PB BILINGUAL EDUCATION SERVICE,
ARLINGTON HEIGHTS, IL.
YR 76.
NT ED 132 389; 170P.
DE *ADULT EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL MATERIALS, BILINGUAL EDUCATION, EVALUATION
AB THIS ANNOTATED BIBLIOGRAPHY OF ADULT ENGLISH AS A SECOND LANGUAGE (ESL) STUDENT MATERIALS, AVAILABLE AT THE ILLINOIS ESL/ADULT BASIC EDUCATION (ABE) SERVICES CENTER, WAS PREPARED FOR ADULT ESL ADMINISTRATORS, COORDINATORS, TEACHERS, AND AIDES TO PROVIDE A SAMPLING OF MATERIALS AVAILABLE AND TO ASSIST IN THE SELECTION OF INSTRUCTIONAL MATERIALS SUITABLE FOR ADULT ESL PROGRAMS. ALTHOUGH THE BIBLIOGRAPHY INCLUDES MATERIALS CONSIDERED APPROPRIATE FOR HIGH SCHOOL ESL, ADULT BASIC EDUCATION, AND NATIVE ENGLISH SPEAKERS, ALL ARE EVALUATED FROM THE PERSPECTIVE OF THE ADULT ESL STUDENT. FOR EACH ENTRY, THE TARGET POPULATION, TARGET LANGUAGE BACKGROUND, STUDENT EDUCATIONAL LEVEL PRESUMED, PERFORMANCE ABILITY PRESUMED, TEACHING APPROACH, PACING, FREQUENCY OF USE OF ILLUSTRATIONS AND ANSWERS, AND APPROXIMATE READING LEVEL ARE IDENTIFIED. ENTRIES ARE CATEGORIZED UNDER THE FOLLOWING CURRICULUM AREAS: BASIC TEXTS; COMPOSITION; SPELLING; CONVERSATION; PRONUNCIATION; GRAMMAR; LIFE COPING SKILLS; READING; LISTENING; VOCATIONAL AND CAREER ENGLISH; IDIOMS; CITIZENSHIP AND AMERICANIZATION; SPECIFIC LANGUAGE BACKGROUND (SPANISH, CHINESE, JAPANESE, VIETNAMESE); MULTIMEDIA (LANGUAGE MASTER CARDS, SUPPLEMENTARY KITS); REFERENCE; VOCABULARY; GAMING AND SIMULATION; LITERACY; AND SCIENCE. A LIST OF PUBLISHER'S ADDRESSES IS ALSO INCLUDED.

NU A 182
AU CARROLL, JOHN B., ED.; CHALL, JEANNE S., ED.
CA NATIONAL ACADEMY OF EDUCATION (WASHINGTON, D.C.).
TI TOWARD A LITERATE SOCIETY: THE REPORT OF THE COMMITTEE ON READING.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 75.
NT 357P.
DE *LEGISLATION, *LITERACY, *LITERACY EDUCATION, REPORTS
AB THE PROBLEMS AND POSSIBILITIES INVOLVED IN DEVELOPING A NATIONAL RIGHT-TO-READ PROGRAM ARE DISCUSSED IN THIS BOOK, AND IT IS ARGUED THAT THERE IS NO ONE READING PROBLEM BUT RATHER A SERIES OF READING PROBLEMS CALLING FOR A WIDE VARIETY OF RESPONSES. THE REPORT BEGINS WITH A DEFINITION AND A DIAGNOSIS OF THE NATIONAL READING PROBLEMS, A NATIONAL STRATEGY FOR ATTACKING ILLITERACY, AND LEGISLATIVE AND ADMINISTRATIVE PROGRAMS TO IMPLEMENT THAT STRATEGY. THE SECOND PART OF THE BOOK CONSISTS OF PAPERS WRITTEN BY DISTINGUISHED LITERACY EXPERTS, COMMISSIONED BY THE COMMITTEE ON READING. DISCUSSIONS OF CURRENT PRACTICES IN ELEMENTARY READING INSTRUCTION, BILINGUAL LITERACY, THE ROLE OF TELEVISION IN LITERACY PROGRAMS, A NATIONAL REWARD SYSTEM, MOTIVATION AS A KEY TO LITERACY, AND THE POLITICAL AND ECONOMIC IMPLICATIONS OF A NATIONAL READING EFFORT ARE INCLUDED.

NU A 179
AU ESCOBAR, JOANNA SCULLEY; DAUGHERTY, JOHN.
TI GUIDE FOR CONDUCTING AN INSTRUCTIONAL PROCESS EVALUATION OF ENGLISH AS A SECOND LANGUAGE PROGRAM FOR ADULTS, A.
PB BILINGUAL EDUCATION SERVICE CENTER, ARLINGTON HEIGHTS, IL.
YR 75.
NT 45P.
DE *PROGRAM EVALUATION, *ADULT BASIC EDUCATION, *ENGLISH (SECOND LANGUAGE), EVALUATION METHODS
AB THIS EVALUATION GUIDE PROVIDES INSTRUCTIONS FOR CONDUCTING ON-SITE TEAM OBSERVATION AND EVALUATION OF LOCAL ADULT BASIC EDUCATION/ENGLISH AS A SECOND LANGUAGE PROGRAMS. THE EVALUATION FOCUSES ON SIX GOALS RELATED TO STUDENT COMPETENCIES: 1) UTILIZING COMMUNITY RESOURCES; 2) UTILIZING COMMUNICATION SKILLS; 3) PARTICIPATION IN COMMUNITY NETWORKS AND SELF-CONFIDENCE IN DAILY LIFE SKILLS; 4) IDENTIFICATION AND UTILIZATION OF OPPORTUNITIES FOR OCCUPATIONAL/PROFESSIONAL ADVANCEMENT; 5) UNDERSTANDING AND FUNCTIONING IN MULTI-CULTURAL LIFESTYLES; AND 6) FUNCTIONING AT INDIVIDUAL RATE, CAPABILITY, AND INTEREST LEVEL. INCLUDES QUESTIONNAIRES, EVALUATION FORMS, AND RATING INSTRUCTIONS.

NU A 180
AU ESCOBAR, JOANNA SCULLEY; DAUGHERTY, JOHN.
TI TEACHER'S PLANNING HANDBOOK FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM, A.
PB BILINGUAL EDUCATION SERVICE CENTER, ARLINGTON HEIGHTS, IL.
YR 75.
NT 45P.
DE *ADULT BASIC EDUCATION, *ENGLISH (SECOND LANGUAGE), PROGRAM DESIGN, *CURRICULUM DEVELOPMENT, EDUCATIONAL OBJECTIVES, *TEACHING GUIDES
AB A HANDBOOK TO HELP TEACHERS DEVELOP CONTENT AREAS AND PERFORMANCE OBJECTIVES BASED ON THESE SIX GOALS RELATED TO STUDENT COMPETENCIES: 1) UTILIZING COMMUNITY RESOURCES; 2) UTILIZING COMMUNICATION SKILLS; 3) PARTICIPATION IN COMMUNITY NETWORKS AND SELF-CONFIDENCE IN DAILY LIFE SKILLS; 4) IDENTIFICATION AND UTILIZATION OF OPPORTUNITIES FOR OCCUPATIONAL/PROFESSIONAL ADVANCEMENT; 5) UNDERSTANDING AND FUNCTIONING IN MULTI-CULTURAL LIFESTYLES; AND 6) FUNCTIONING AT INDIVIDUAL RATE, CAPABILITY, AND INTEREST LEVEL. THE DOCUMENT IS DIVIDED INTO: GENERAL KNOWLEDGE AREAS (CONSUMER AFFAIRS, HEALTH, ETC.); SAMPLE PERFORMANCE OBJECTIVES FOR THESE KNOWLEDGE AREAS; SUGGESTED CURRICULUM FOR FOUR SEQUENTIAL LEARNING STAGES; SAMPLE 12-WEEK PROGRAM DESIGN; TESTING AND EVALUATION; AND A SELECTION OF COMMERCIAL TEXTBOOKS.

NU A 186
AU MACNAMARA, JOHN, ED.
TI LANGUAGE LEARNING AND THOUGHT.
PB ACADEMIC PRESS,
NEW YORK, NY.
YR 77.
NT 296P.
DE *COGNITIVE PROCESSES, *LINGUISTICS, *LANGUAGE ACQUISITION
AB THIS COLLECTION OF ARTICLES EXPLORES THE RELATIONSHIP BETWEEN LANGUAGE LEARNING AND THOUGHT PROCESSES IN CHILDREN. OF INTEREST PRIMARILY TO PSYCHOLOGISTS, LINGUISTS, AND SPEECH PATHOLOGISTS, THIS TEXT INCLUDES SOME INTERESTING VIEWS ON VOCABULARY LEARNING, SYNTAX LEARNING, AND SENTENCE COMPREHENSION THAT MAY BE USEFUL TO LANGUAGE TEACHERS.

NU A 187
AU STEVICK, EARL W.
TI MEMORY, MEANING AND METHOD: SOME PSYCHOLOGICAL PERSPECTIVES ON LANGUAGE LEARNING.
PB NEWBURY HOUSE PUBLISHERS, INC.,
ROWLEY, MA.
YR 76.
NT 177P.
DE *LANGUAGE INSTRUCTION, *SECOND LANGUAGE LEARNING, *LINGUISTICS, *COGNITIVE PROCESSES, LEARNING PROCESSES
AB THIS BOOK DISCUSSES THE TEACHING AND LEARNING OF A SECOND LANGUAGE IN TERMS OF A TOTAL HUMAN EXPERIENCE AND NOT JUST AN ORAL-AURAL OR COGNITIVE ONE. PART ONE, "MEMORY," EXAMINES SOME OF THE RESEARCH THAT HAS BEEN DONE ON MEMORY AND DISCUSSES: 1) "BIOLOGICAL BASES FOR MEMORY;" 2) "VERBAL MEMORY;" AND 3) "MEMORY AND THE WHOLE PERSON." PART TWO, "MEANING," EXPLORES THIS DIMENSION AS IT APPLIES TO THE FOREIGN LANGUAGE CLASSROOM AND CONSISTS OF THE FOLLOWING CHAPTERS: 1) "INSIDE THE STUDENT: SOME MEANINGS OF PRONUNCIATION AND FLUENCY;" 2) "THE MEANING OF DRILLS AND EXERCISES;" AND 3) "BETWEEN TEACHER AND STUDENT: THE CLASS AS A SMALL GROUP." PART THREE, "METHOD," EXAMINES IMPLICATIONS FOR LANGUAGE TEACHING METHODS. THIS SECTION PRESENTS 1) "A GENERAL VIEW OF METHOD," FOLLOWED BY A DISCUSSION OF 2) "COMMUNITY LANGUAGE LEARNING;" 3) "THE SILENT WAY;" AND 4) "SOME OTHER METHODS," INCLUDING THE SAINT-CLOUD AND THE LOZANOV METHOD.

NU A 188
AU STEVICK, EARL W.
TI TEACHING LANGUAGES: A WAY AND WAYS.
PB NEWBURY HOUSE PUBLISHERS, INC.,
ROWLEY, MA.
YR 80.
NT 304P.
DE *SECOND LANGUAGE INSTRUCTION, *LANGUAGE ACQUISITION, *LEARNING PROCESSES
AB THE AUTHOR EXPLORES THE LANGUAGE LEARNING PROCESS FROM THE LEARNER'S AND THE TEACHER'S PERSPECTIVE. HE THEN DISCUSSES IN DEPTH THREE LANGUAGE TEACHING METHODS: 1) THE SILENT WAY; 2) COUNSELING-LEARNING; AND 3) SUGGESTOPEDIA. THIS BOOK WILL BE OF INTEREST PRIMARILY TO LANGUAGE TEACHERS.

NU A 183
AU HUNTER, CARMAN ST. JOHN; HARMAN, DAVID.
TI ADULT ILLITERACY IN THE UNITED STATES: A REPORT TO THE FORD FOUNDATION.
PB MCGRAW-HILL BOOK CO.,
NEW YORK, NY.
YR 79.
NT 206P.; ANNOTATED BIBLIOGRAPHY P.145-197.
DE *LITERACY, *ADULT BASIC EDUCATION, *LITERACY EDUCATION, REPORTS
AB PREPARED BY WORLD EDUCATION AT THE REQUEST OF THE FORD FOUNDATION, THIS STUDY DEFINES ADULT LITERACY IN FUNCTIONAL TERMS: DOES THE PERSON HAVE THE SKILLS NECESSARY TO FULFILL THEIR NEEDS IN LIFE? THE STUDY ANALYZES DATA ON HOW MANY AND WHICH ADULTS NEED HELP. IT EXPLAINS FORMAL AND INFORMAL EFFORTS TO ALLEVIATE THE PROBLEM AND WHAT EFFECTIVENESS THESE EFFORTS HAVE HAD. THE AUTHORS RECOMMEND A NATIONAL EDUCATIONAL POLICY THAT WILL SUPPORT COMMUNITY-INITIATED SERVICES AND SUGGEST A LONG-RANGE STRATEGY. INCLUDES A BIBLIOGRAPHY.

NU A 184
AU LAUBACH, ROBERT S.; KOSCHNICK, KAY.
TI USING READABILITY: FORMULAS FOR EASY ADULT MATERIALS.
PB NEW READERS PRESS,
SYRACUSE, NY.
YR 77.
NT 40P.
DE *READING MATERIALS, *READING INSTRUCTION, *ADULT READING PROGRAMS
AB WRITTEN FOR TEACHERS, WRITERS, AND OTHERS WHO EVALUATE READING MATERIALS FOR ADULTS WITH LIMITED READING ABILITY. THIS BOOKLET USES SAMPLE SELECTION EXERCISES TO ISOLATE READABILITY FACTORS IN RANKING THE QUALITY, DIFFICULTY, AND READING LEVEL OF MATERIAL. THE GUNNING FOG INDEX AND FRY READABILITY GRAPH ARE DISCUSSED. THE FINAL TWO CHAPTERS GIVE TIPS FOR WRITERS AND EVALUATORS.

NU A 185
AU BHOLA, H.S., ED.
TI EVALUATING FUNCTIONAL LITERACY.
PB INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS,
TEHERAN, IRAN.
YR 79.
NT ED 169 498; 177P.; PART OF THE "LITERACY IN DEVELOPMENT: A SERIES OF TRAINING MONOGRAPHS."
DE *ADULT BASIC EDUCATION, *EVALUATION METHODS, *FUNCTIONAL LITERACY, *LITERACY EDUCATION, *PROGRAM EVALUATION, EVALUATION CRITERIA
AB WRITTEN PRIMARILY FOR USE IN TRAINING, THIS MONOGRAPH IS ADDRESSED TO THE MIDDLE-LEVEL EVALUATION WORKER IN LITERACY PROJECTS AND PROGRAMS. THE 12 CHAPTERS DEAL WITH THE FOLLOWING TOPICS: EVALUATION AS A LINK IN THE "IDEOLOGY TO TECHNOLOGY" CHAIN; EVALUATION MODELS AND APPROACHES; THE SITUATION-SPECIFIC STRATEGY MODEL OF EVALUATION; MAKING EVALUATION OPERATIONAL IN FUNCTIONAL LITERACY PROGRAMS; THE CLASSICAL PROTOCOLS IN THE MEASUREMENT OF CHANGE; SOME REDISCOVERED PROTOCOLS IN THE MEASUREMENT OF CHANGE; IMPLEMENTATION DATA FOR MANAGEMENT AND EVALUATION; SPECIAL EVALUATION TASKS FOR FUNCTIONAL LITERACY WORKERS; INSPECTING AND ANALYZING DATA; EVALUATION DESIGN; AND INTERPRETING EVALUATION RESULTS FOR DECISION MAKING. A SELECTED ANNOTATED BIBLIOGRAPHY AND A GLOSSARY OF TERMS ARE APPENDED.

NU A 192
AU DAVIS, POLLY.
TI ENGLISH STRUCTURE IN FOCUS.
PB NEWBURY HOUSE PUBLISHERS, INC.,
ROWLEY, MA.
YR 77.
NT 375P.
DE *SECOND LANGUAGE LEARNING, *LINGUISTICS, *ENGLISH (SECOND LANGUAGE), *GRAMMAR
AB FOR ADULTS OF ENGLISH AS A SECOND LANGUAGE, THIS INTERMEDIATE LEVEL GRAMMAR TEXTBOOK PROVIDES ORAL AND WRITTEN PRACTICE WITH VERBS AND THE FORMATION OF COMPLEX SENTENCES. THE NINE UNITS, COVERING VERB TENSE, ASPECT AND MODALITY, AND CLAUSE TYPES, WERE DESIGNED TO ALLOW FOR FLEXIBILITY IN TEACHING METHOD AND ORDER OF USE.

NU A 193
AU NELSON, GAYLE; WINTERS, THOMAS.
TI ESL OPERATIONS: TECHNIQUES FOR LEARNING WHILE DOING.
PB NEWBURY HOUSE PUBLISHERS, INC.,
ROWLEY, MA.
YR 80.
NT 90P.
DE *ENGLISH (SECOND LANGUAGE), *LEARNING ACTIVITIES, *SECOND LANGUAGE LEARNING, TEACHING METHODS
AB THE "OPERATIONS" TEACHING METHOD USES INSTRUCTIONS THAT ONE STUDENT READS TO ANOTHER STUDENT WHO MUST UNDERSTAND AND PERFORM THE TASK STEP-BY-STEP AS READ. THE ACTIVITIES FALL INTO SIX CATEGORIES THAT HELP ACCLIMATE A STUDENT TO AMERICAN LIFE. THEY ARE: 1) HOUSEHOLD ACTIVITIES - SETTING AN ALARM CLOCK, SEWING ON A BUTTON; 2) CLASSROOM ACTIVITIES - USING A DICTIONARY, SHARPENING A PENCIL; 3) GAMES AND EXERCISES - PLAYING JACKS, BLOWING UP A BALLOON; 4) FOOD AND RECIPES - MAKING INSTANT PUDDING; 5) COMMUNICATION - USING A PAY PHONE, MAILING A LETTER; AND 6) MISCELLANY - USING A MAP, A VENDING MACHINE, AND FILLING IN A FORM.

NU A 194
AU WATTENMAKER, BEVERLY S.; WILSON, VIRGINIA.
TI GUIDEBOOK FOR TEACHING ENGLISH AS A SECOND LANGUAGE, A.
PB ALLYN AND BACON,
BOSTON, MA.
YR 80.
NT 212P.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, GUIDES, *COMMUNICATION SKILLS, GRAMMAR
AB THE PREMISE BEHIND THIS GUIDE IS THAT STUDENTS LIKE TO LEARN ABOUT THEMSELVES AND COMBINING THIS WITH LANGUAGE LEARNING PROVIDES MOTIVATION AND CONTINUED INTEREST. HUMAN DEVELOPMENT EXPERIENCES AND GRAMMAR ACTIVITIES HAVE BEEN INTEGRATED TO ENCOURAGE PERSONAL COMMUNICATION AND STRENGTHEN COMMUNICATION SKILLS. EACH CHAPTER CONTAINS A SEQUENCE OF BEHAVIOR OBJECTIVES AND CORRESPONDING GRAMMAR OBJECTIVES, TEACHING AND COMMUNICATION EXERCISES, EVALUATION SUGGESTIONS, AND AN ANNOTATED RESOURCE LIST.

NU A 189
AU JOHNSON, FRANCIS C.; PAULSTON, CHRISTINA BRATT.
TI INDIVIDUALIZING THE LANGUAGE CLASSROOM: LEARNING AND TEACHING IN A COMMUNICATIVE CONTEXT.
PB JACARANDA PRESS,
CAMBRIDGE, MA.
YR 76.
NT 217P.
DE *LANGUAGE INSTRUCTION, *COMMUNICATION SKILLS, *INDIVIDUALIZED INSTRUCTION
AB THIS BOOK IS WRITTEN FOR TEACHERS OF ENGLISH AT THE ELEMENTARY LEVEL BUT MAY HAVE APPLICATION TO TEACHERS OF ADULT ESL STUDENTS. ENGLISH CURRICULUM INCLUDES THREE COMPLEMENTARY COMPONENTS: SUBJECT MATTER; LINGUISTIC MATERIAL USED TO EXPRESS THESE IDEAS; AND PROCESS (COMPOSING, SENDING, AND RECEIVING) THESE IDEAS. INDIVIDUALIZED AND COMMUNICATIVE LEARNING ARE EXPLAINED; AN INSTRUCTIONAL SYSTEM, LESSONS AND TECHNIQUES FOR THESE LEARNING METHODS ARE DESCRIBED. LESSONS AND TECHNIQUES INCLUDED ARE SPEECH TRAINING, ORAL ENGLISH AND COMPOSITION, AURAL DISCOURSE, HANDWRITING, SPELLING, SENTENCE WRITING, DICTATION, GRAMMAR, READING, AND WRITING COMPOSITION. THE LAST CHAPTER DEALS WITH INSTALLATION AND MANAGEMENT OF AN INDIVIDUALIZED AND COMMUNICATIVE INSTRUCTIONAL SYSTEM.

NU A 190
AU MACKAY, RONALD, ED.; PALMER, JOE DARWIN, ED.
TI LANGUAGES FOR SPECIFIC PURPOSES. PROGRAM DESIGN AND EVALUATION.
PB NEWBURY HOUSE PUBLISHERS, INC.,
ROWLEY, MA.
YR 81.
NT 126P.
DE *CURRICULUM DEVELOPMENT, *PROGRAM DESIGN, *LANGUAGE SKILLS
AB THIS COLLECTION OF RESEARCH ON CURRICULUM AND PROGRAM DEVELOPMENT IN LANGUAGES FOR SPECIAL PURPOSES (LSP) CONTAINS THE FOLLOWING PAPERS: 1) "LSP CURRICULUM DEVELOPMENT--FROM POLICY TO PRACTICE," BY RONALD MACKAY AND MARYSE BOSQUET; 2) "THE PROBLEM OF NEEDS ASSESSMENT IN ENGLISH FOR SPECIFIC PURPOSES: SOME THEORETICAL AND PRACTICAL CONSIDERATIONS," BY NOEL W. SCHUTZ AND BRUCE L. DERWING; 3) "AN ANALYTIC APPROACH TO LANGUAGE PROGRAM DESIGN," BY LYLE F. BACHMAN AND GREGORY J. STRICK; 4) "REGISTER RESEARCH DESIGN," BY JOE D. PALMER; 5) "DISCOURSE ANALYSIS," BY JOE D. PALMER; 6) "TOWARD A THEORY OF LSP METHODOLOGY," BY MARTIN KEITH PHILLIPS; AND 7) "FORMATIVE EVALUATION IN SPECIFIC PURPOSE PROGRAM DEVELOPMENT," BY LYLE F. BACHMAN.

NU A 191
AU BURT MARINA, ED., ET AL.
TI VIEWPOINTS ON ENGLISH AS A SECOND LANGUAGE.
PB REGENTS PUBLISHING CO. INC.,
NEW YORK, NY.
YR 77.
NT 265P.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, INSTRUCTIONAL DEVELOPMENT
AB PRESENTS TWENTY-ONE VIEWPOINTS OF PRACTITIONERS AND SCHOLARS ON BROAD ISSUES AND RECENT INNOVATIONS IN ESL. THE FIRST SECTION CONTAINS NINE ARTICLES ON INSTRUCTIONAL PERSPECTIVES. SECTION TWO IS ORGANIZED AROUND PSYCHOLINGUISTIC INVESTIGATIONS AND INCLUDES SEVEN PAPERS. THE SOCIOPOLITICAL AND EDUCATIONAL CONTEXTS OF SECOND LANGUAGE LEARNING ARE THE SUBJECT OF SECTION THREE.

NU A 197
AU THONIS, ELEANOR WALL.
TI TEACHING READING TO NON-ENGLISH SPEAKERS. COLLIER-MACMILLAN TEACHER'S LIBRARY.
PB THE MACMILLAN CO.,
NEW YORK, NY.
YR 70.
NT 270P.
DE *ENGLISH (SECOND LANGUAGE), *READING INSTRUCTION, *TEACHING GUIDES, *SECOND LANGUAGE LEARNING, WRITING (COMPOSITION)
AB CHAPTER 1 IN THIS TEACHER'S GUIDE TO THE TEACHING OF READING TO NON-ENGLISH SPEAKERS PRESENTS AN OVERVIEW OF THE PRE-READING LEVEL AND MAKES SUGGESTIONS TO TEACHERS WHO ARE PREPARING PUPILS FOR BEGINNING READING INSTRUCTION. CHAPTER 2 DEFINES THE RELATIONSHIP BETWEEN ORAL AND WRITTEN LANGUAGE, GIVES SOME OF THE LEARNING THEORIES WHICH APPLY TO READING, AND MENTIONS THE COMMON APPROACHES TO BEGINNING READING. CHAPTER 3 IS DEVOTED TO THE SKILLS OF READING AND OFFERS SUGGESTIONS ON SKILL DEVELOPMENT. CHAPTER 4 DISCUSSES THE USE OF READING IN THE VARIOUS SUBJECT MATTER AREAS OF THE CURRICULUM. CHAPTER 5 DESCRIBES THE READING PROCESS IN SECOND LANGUAGE LEARNING AND THE PRE-READING SKILLS NECESSARY TO SUCCESS. THE NATURE OF BILINGUALISM IS EXPLORED AND SOME OF THE INTERFERENCE BETWEEN SPEECH AND PRINT IS DISCUSSED. CHAPTER 6 PROVIDES ANOTHER VIEW OF READING SKILL DEVELOPMENT FROM THE POSITION OF THE NON-NATIVE SPEAKER WHO IS ACQUIRING READING SKILLS IN ENGLISH. CHAPTER 7 POINTS OUT SOME OF THE SKILLS NEEDED IN THE SUBJECT MATTER AREAS. CHAPTER 8 SUGGESTS CRITERIA FOR THE SELECTION OF MATERIALS AND TECHNIQUES IN TEACHING READING IN A SECOND LANGUAGE. CHAPTERS 9 AND 10 DISCUSS IN SOME DETAIL TESTING TO DETERMINE READING ACHIEVEMENT, AND PRESENT CONCLUSIONS AND A RATIONALE FOR AN EXPERIMENTAL READING CURRICULUM.

NU A 198
AU SMITH, EDWIN H.; CULYER, RICHARD C.
TI TEACHING READING TO ADULTS.
PB SIMON AND SCHUSTER, INC.,
NEW YORK, NY.
YR 75.
NT 104P.
DE *READING INSTRUCTION, *READING MATERIALS, *TEACHING METHODS, *ADULT READING PROGRAMS, *TEACHING GUIDES
AB THIS MANUAL IS AN EXTENSIVELY REWRITTEN VERSION OF A BOOK PUBLISHED IN 1962 UNDER THE SAME TITLE. IT BASICALLY OVERVIEWS READING INSTRUCTION FOR TEACHERS' USE. FOUR STAGES IN ADULT READING ABILITY ARE IDENTIFIED (INTRODUCTORY, ELEMENTARY, INTERMEDIATE, AND DEVELOPMENTAL) AND FOUR CATEGORIES OF READING PROGRAM OBJECTIVES ARE DESCRIBED: 1) DECODING - SOUNDING OUT WORDS; 2) WORD PROCESSING - UNCOVERING THE MEANING OF AN UNKNOWN WORD; 3) CONTEXT PROCESSING - UNDERSTANDING THE MEANING OF VARIOUS TYPES OF WRITING; AND 4) CONTENT - WHAT IS LEARNED WHILE THE STUDENT LEARNS TO READ. BRIEFLY DESCRIBED ARE EIGHT TEACHING METHODS (PROGRAMMED INSTRUCTION, EXPERIENCE APPROACH, ETC.). CHAPTER SEVEN CONCERNS ORGANIZING AN ADULT READING CENTER AND DIAGNOSING READING DEFICIENCIES TO USE AS A BASIS FOR PRESCRIPTIVE INSTRUCTION. PREPARING AND EVALUATING ADULT READING MATERIALS CONCLUDES THIS BOOK.

NU A 195
AU MATTRAN, KENNETH J.
TI TEACHING ADULTS ENGLISH AS A SECOND LANGUAGE: AN INTRODUCTION FOR ADULT BASIC EDUCATION TEACHERS.
PB AVATAR PRESS,
ATLANTA, GA.
YR 76.
NT 83P.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, LITERACY EDUCATION, TEACHING METHODS
AB FOR ADULT BASIC EDUCATION TEACHERS INVOLVED IN TEACHING ENGLISH AS A SECOND LANGUAGE, ESPECIALLY THOSE WHO HAVE HAD LITTLE OR NO FORMALIZED STUDY OF TEACHING ESL. THIS BOOK IS AN INTRODUCTION TO TEACHING PRINCIPLES, METHODS, AND CONCEPTS ALTHOUGH SOME SUGGESTIONS FOR PRACTICAL APPLICATION IN THE CLASSROOM ARE MADE. SPECIFIC AREAS COVERED ARE HISTORICAL BACKGROUND, TEACHING PRONUNCIATION AND GRAMMAR. AN APPENDIX OUTLINES A FORTY-FOUR STEP SEQUENCE OF ENGLISH SENTENCE PATTERNS FROM THE SIMPLE TO THE MORE COMPLEX LEVEL TO BE USED IN PLANNING CURRICULUM LESSONS.

NU A 196
AU SAVILLE-TROIKE, MURIEL.
TI FOUNDATIONS FOR TEACHING ENGLISH AS A SECOND LANGUAGE. THEORY AND METHOD FOR MULTICULTURAL EDUCATION.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 76.
NT ED 153 457; 160P.
DE *BILINGUAL EDUCATION, *EDUCATIONAL OBJECTIVES, *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE LEARNING, *TEACHING METHODS
AB THERE IS AN URGENT NEED TO FORMULATE A NEW SET OF GOALS, METHODS, AND CONCEPTS FOR INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE (ESL) IF IT IS TO REMAIN VIABLE AND MAKE ITS POTENTIAL CONTRIBUTION TO AMERICAN EDUCATION. THE PRESENT WORK DRAWS ON RECENT DEVELOPMENTS IN LINGUISTICS, PSYCHOLOGY, ANTHROPOLOGY, AND LANGUAGE PEDAGOGY IN AN ATTEMPT TO PROVIDE A THEORETICAL BASIS FOR SUCH A NEW FORMULATION. IT IS DIRECTED AT TEACHERS AND TEACHERS-IN-TRAINING, PARTICULARLY THOSE INTERESTED IN ESL AND BILINGUAL EDUCATION, AND IS DIVIDED INTO THE FOLLOWING NINE CHAPTERS: 1) "FROM MELTING POT TO SALAD BOWL;" 2) "PSYCHOLOGICAL FOUNDATIONS;" 3) "LINGUISTIC FOUNDATIONS;" 4) "CULTURAL FOUNDATIONS;" 5) "CURRENT TRENDS IN ESL;" 6) "SURVIVAL SKILLS FOR STUDENTS AND TEACHERS;" 7) "STRATEGIES FOR INSTRUCTION;" 8) "THE ROLE OF ESL IN BILINGUAL EDUCATION;" AND 9) "PREPARATION FOR TEACHING." THE APPENDIX CONSISTS OF INFORMATION CONCERNING THE CASE OF LAU VS. NICHOLS.

NU A 201
AU PAULSTON, CHRISTINA BRATT; BRUDER, MARY NEWTON.
TI TEACHING ENGLISH AS A SECOND LANGUAGE. TECHNIQUES AND PROCEDURES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 76.
NT ED 153 499; 262P.
DE *ENGLISH (SECOND LANGUAGE), *LANGUAGE INSTRUCTION, *READING INSTRUCTION, *TEACHING METHODS, READING SKILLS, *TEACHER EDUCATION
AB THIS TEXT IS A PRACTICAL MANUAL FOR TEACHERS OF ENGLISH AS A SECOND LANGUAGE, IN PARTICULAR TEACHERS OF FOREIGN STUDENTS IN AMERICAN UNIVERSITIES. THE BOOK IS DIVIDED INTO SIX SECTIONS ACCORDING TO THE SIX LANGUAGE SKILLS TO BE TAUGHT. THE FIRST SECTION DISCUSSES THE TEACHING OF GRAMMAR AND INCLUDES A CLASSIFICATION AND A TYPOLOGY OF STRUCTURAL PATTERN DRILLS, THE FORMAT OF A GRAMMAR LESSON, AND VARIOUS CLASSROOM PROCEDURES. THE SECOND SECTION SETS FORTH THE GOALS OF COMMUNICATIVE COMPETENCE AND SUGGESTS COMMUNICATIVE INTERACTION ACTIVITIES. THE THIRD SECTION INCLUDES A DISCUSSION OF PHONOLOGY AND PRESENTS THE GENERAL ELEMENTS OF A PRONUNCIATION LESSON. THE FOURTH SECTION GIVES A LIST OF GENERAL PRINCIPLES TO BE CONSIDERED IN TEACHING LISTENING COMPREHENSION AND TECHNIQUES FOR SPECIFIC TEACHING POINTS. THE SECTION ON READING DISCUSSES THE PROCEDURES FOR TEACHING INTENSIVE AND EXTENSIVE READING. THE FINAL SECTION DISCUSSES TECHNIQUES FOR TEACHING WRITING AND THE TWO BASIC METHODS, FREE COMPOSITION AND CONTROLLED COMPOSITION.

NU A 202
AU FINOCCHIARO, MARY.
TI TEACHING ENGLISH AS A SECOND LANGUAGE. REVISED AND ENLARGED.
PB HARPER & ROW, PUBLISHERS, INC.,
NEW YORK, NY.
YR 69.
NT ED 036 798; 478P.
DE *ENGLISH (SECOND LANGUAGE), *TEACHING GUIDES, *TEACHING METHODS, CURRICULUM DEVELOPMENT, PROGRAM EVALUATION
AB THIS REVISED EDITION OF THE AUTHOR'S 1958 PUBLICATION, AIMED TO "HELP TEACHERS OR LANGUAGE SPECIALISTS MAKE THE TRANSITION FROM LINGUISTIC AND EDUCATIONAL THEORY TO ACTUAL TEACHING PRACTICE," INCLUDES THE FOLLOWING UNITS: 1) PLANNING FOR LANGUAGE TEACHING AND LEARNING; 2) TEACHING ENGLISH AS A SECOND LANGUAGE; 3) GENERAL METHODS OF TEACHING; 4) THE ROLE OF THE SUPERVISOR; 5) EVALUATING THE PROGRAM; AND 6) MATERIAL AND TEXTS. APPENDED ARE SOME CONCLUDING REMARKS ON SECOND LANGUAGE LEARNING, A GLOSSARY OF USEFUL TERMS, A LISTING OF RESOURCES AND TEXTS, AND A SUBJECT INDEX.

NU A 203
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI HOW TO SET UP AN EFFECTIVE INSTRUCTIONAL PROGRAM TO TEACH ADULTS TO SPEAK ENGLISH.
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 78.
NT 34P.
DE *INSTRUCTIONAL DEVELOPMENT, *SECOND LANGUAGE INSTRUCTION, ENGLISH (SECOND LANGUAGE), CURRICULUM DEVELOPMENT
AB FOR TEACHERS, CURRICULUM PLANNERS, AND PROGRAM DESIGNERS, THIS GUIDE CONCENTRATES ON SETTING UP ESL INSTRUCTIONAL PROGRAMS TEACHING LISTENING AND SPEAKING SKILLS TO ADULTS. DISCUSSES WHAT TO TEACH, SETTING UP CLASS LEVELS, TESTING STUDENTS FOR PLACEMENT IN A LEVEL, ORDERING TEXTS AND INSTRUCTIONAL MATERIALS, SELECTING AND TRAINING TEACHERS, AND WHO TO CALL IN NEW YORK STATE FOR HELP.

NU A 204
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT.
TI MODIFYING ENGLISH AS A SECOND LANGUAGE MATERIALS (FOR INSTRUCTING ABE STUDENTS).
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 74.
NT ED 107 159; 85P. + 32P.; TEXT AND ACCOMPANYING GUIDE.
DE *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL MATERIALS, *MATERIAL DEVELOPMENT, *TEACHING GUIDES
AB THIS MANUAL IS DESIGNED TO ASSIST TEACHERS OF ADULT EDUCATION IN THE TASK OF MODIFYING COMMERCIALLY AVAILABLE ESL MATERIALS AS A MEANS OF PROVIDING THEIR STUDENTS WITH SUFFICIENT, MEANINGFUL PRACTICE. THE MANUAL IS DIVIDED INTO TWO PARTS. PART 1 IS AN INTRODUCTION TO THE BASIC PRINCIPLES UNDERLYING SENTENCE STRUCTURE. THIS THEORY IS CONSIDERED ESSENTIAL FOR TEACHING THE LANGUAGE EFFECTIVELY. PART 2 PRESUPPOSES A WORKING KNOWLEDGE OF THE THEORY PRESENTED IN PART 1, AND PROVIDES PRACTICE IN THE APPLICATION OF THE THEORIES TO THE PROCESS OF MODIFYING TYPICAL ESL MATERIALS. A COMPANION PUBLICATION, "PLACEMENT GUIDE TO ACCOMPANY 'MODIFYING ENGLISH AS A SECOND LANGUAGE MATERIALS,'" CONTAINS OBJECTIVES FOR THE MANUAL, QUIZZES TO MEASURE THE DEGREE TO WHICH OBJECTIVES HAVE BEEN REALIZED, AND MEANS OF LOCATING THE READER'S APPROPRIATE POINT OF ENTRY INTO THE COURSE OF STUDY. IT ALSO ALLOWS THE PACKAGE TO BE USED AS A PROGRAMMED SELF-STUDY COURSE.

NU A 205
AU SPACHE, GEORGE D.
TI DIAGNOSING AND CORRECTING READING DISABILITIES.
PB ALLYN AND BACON,
BOSTON, MA.
YR 76.
NT 397P.
DE *LEARNING DISABILITIES, *LITERACY, *TEACHING METHODS
AB PRIMARILY FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS, THIS TEXT MAY BE OF VALUE TO TEACHERS OF ADULTS WITH READING DISABILITIES. CONSIDERATIONS IN DIAGNOSING A DISABILITY ARE: SOCIOCULTURAL STATUS; NATURE OF THE READING DIFFICULTIES; DEGREE OF RETARDATION BELOW PEER LEVEL; DURATION OF THE PROBLEM; AND THE NEED FOR SPECIAL ASSISTANCE BEYOND THE TRADITIONAL CLASSROOM SETTING.

NU A 206
AU DUBIN, FRAIDA; MARGOL, MYRNA.
TI IT'S TIME TO TALK: COMMUNICATION ACTIVITIES FOR LEARNING ENGLISH AS A NEW LANGUAGE.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 77.
NT 214P.
DE *SPEECH COMMUNICATION, *ENGLISH (SECOND LANGUAGE), *COMMUNICATION SKILLS, SECOND LANGUAGE LEARNING, *LEARNING ACTIVITIES
AB THE 194 COMMUNICATIONS ACTIVITIES IN THIS BOOK ARE DESIGNED FOR INTERMEDIATE AND ADVANCED LEARNERS OF ENGLISH AS A NEW LANGUAGE. THE LESSONS ARE ORGANIZED AROUND ACTIVITIES IN DIFFERENT SETTINGS (PEOPLE IN THE COMMUNITY, FAMILY, FUN, ETC.) AND EACH INCLUDES FIVE OR SIX SEPARATE ACTIVITIES. SIX BASIC COMMUNICATIONS SKILLS ARE REPEATED IN EACH CHAPTER. THEY ARE: 1) SHARE AND TELL; 2) INTERVIEWS, POLLS, INTERACTIONS; 3) TREASURE HUNTS; 4) ASKING FOR INFORMATION; 5) DISCUSSIONS, PANELS, DEBATES; AND 6) CREATING STORIES.

NU A 207
AU ROOKS, GEORGE.
TI NON-STOP DISCUSSION WORKBOOK, THE: PROBLEMS FOR INTERMEDIATE AND ADVANCED STUDENTS OF ENGLISH.
PB NEWBURY HOUSE PUBLISHERS, INC.,
ROWLEY, MA.
YR 81.
NT 131P.
DE *SECOND LANGUAGE INSTRUCTION, *SPEECH COMMUNICATION, *ENGLISH (SECOND LANGUAGE), *DISCUSSION GROUPS
AB THIS WORKBOOK IS DESIGNED TO GIVE STUDENTS PRACTICE IN SPEAKING ENGLISH IN DISCUSSION GROUPS BY PRESENTING THIRTY INTERESTING TOPICS. THE TEXT IS DIVIDED INTO THREE SECTIONS: 1) "READ" INTRODUCES THE PROBLEM; 2) "CONSIDER" SETS THE FACTORS TO BE WEIGHED; AND 3) "DECIDE" OFFERS GUIDELINES FOR SOLVING THE PROBLEM. THE TOPICS WORK BEST WITH GROUPS OF FOUR TO SIX STUDENTS. SAMPLE TOPICS ARE: STARTING A NEW CIVILIZATION AFTER A NUCLEAR WAR; DECIDING WHICH OF SEVERAL POTENTIAL RECIPIENTS GETS A NEW HEART; AND DEVISING STANDARDS OF OBSENITY FOR TV AND MOVIES.

NU A 208
AU OLSEN, JUDY E. WINN-BELL.
TI COMMUNICATION-STARTERS AND OTHER ACTIVITIES FOR THE ESL CLASSROOM.
PB ALEMANY PRESS,
SAN FRANCISCO, CA.
YR 77.
NT 94P.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, LANGUAGE SKILLS, *LEARNING ACTIVITIES, SPEECH COMMUNICATION
AB THIS COLLECTION OF EXERCISES AND ACTIVITIES ARE FOR GIVING TEACHERS IDEAS FOR USE IN ESL CLASSES. SOME OF THE ACTIVITY SUGGESTIONS INCLUDE GAMES, ROLE PLAYING, VOCABULARY, AND HOLIDAY ACTIVITIES. A BIBLIOGRAPHY INCLUDES BOOKS, ARTICLES, USEFUL NEWSLETTERS, AND JOURNALS.

NU A 209
AU KENNEDY, KATHERINE; SARKISIAN, ELLEN.
TI GAMES AND BUTTERFLIES: A RESOURCE BOOK FOR TEACHERS OF ADULT BASIC EDUCATION: ESPECIALLY THOSE WHO TEACH ENGLISH AS A SECOND LANGUAGE.
PB NEW READERS PRESS,
SYRACUSE, NY.
YR 79.
NT 112P.
DE *ENGLISH (SECOND LANGUAGE), *ADULT BASIC EDUCATION, LANGUAGE SKILLS, *SECOND LANGUAGE LEARNING, RESOURCE MATERIALS, *LEARNING ACTIVITIES
AB THIS RESOURCE INCLUDES MORE THAN ONE HUNDRED LEARNING GAMES TO HELP ADULTS PRACTICE READING, WRITING, AND SPEAKING ENGLISH AS A SECOND LANGUAGE. THESE GAMES ARE SIMPLE TO MAKE, EASY TO PLAY, AND DIFFER WIDELY IN FORMAT, CONTENT, AND PURPOSE. ACTIVITIES WHICH HELP STUDENTS GET TO KNOW EACH OTHER ARE DESCRIBED IN THE FIRST SECTION. THE FOLLOWING SECTIONS FOCUS ON SPECIFIC SKILLS (LISTENING, SPEAKING, READING, WRITING) AND ARE SUBDIVIDED ACCORDING TO LEVEL AND AMOUNT OF LANGUAGE WHICH EACH GAME REQUIRES.

NU A 210
AU WRIGHT, ANDREW.
TI VISUAL MATERIALS FOR THE LANGUAGE TEACHER.
PB LONGMAN GROUP, LTD.,
LONDON, ENGLAND.
YR 76.
NT 152P.; MANY ILLUSTRATIONS; BIBLIOGRAPHY P.144-147.
DE *MASS MEDIA, SECOND LANGUAGE INSTRUCTION, *INSTRUCTIONAL MATERIALS, *MEDIA SELECTION, GUIDES
AB VISUAL MATERIALS HAVE MANY APPLICATIONS FOR LANGUAGE TEACHING SUCH AS READING, SPEAKING, AND GRAMMAR, AND CHOOSING THE RIGHT MEDIA FOR A SITUATION MEANS UNDERSTANDING WHAT VISUALS CAN DO. FEATURES AND CHARACTERISTICS OF OVER TWENTY MEDIA AND MATERIALS ARE DESCRIBED AND THEIR ADVANTAGES IN SPECIFIC TEACHING SITUATIONS ARE POINTED OUT. PART THREE DESCRIBES HOW TO ANALYZE MATERIALS FOR VISUAL CLARITY, RECOGNITION OF CONTENT, AND COMPREHENSION OF EXPRESSIVE INTENT. THE LAST SECTION TELLS HOW TO MAKE VISUALS AND INCLUDES TIPS ON DRAWING, LETTERING, DESIGN, DISPLAY, AND GETTING IDEAS. AN APPENDIX SUPPLIES INFORMATION FOR PURCHASING MATERIALS AND EQUIPMENT.

NU A 211
AU ANDERSON, RONALD H.
TI SELECTING AND DEVELOPING MEDIA FOR INSTRUCTION.
PB VAN NOSTRAND REINHOLD CO.,
NEW YORK, NY.
YR 76.
NT 138P.; BIBLIOGRAPHY P.133-136.
DE *MATERIAL DEVELOPMENT, MASS MEDIA, *INSTRUCTIONAL MATERIALS, *MEDIA SELECTION, EDUCATIONAL TECHNOLOGY
AB A BASIC GUIDE TO CHOOSING, PREPARING, AND TESTING LESSON MEDIA WHICH ALSO CONSIDERS INSTRUCTIONAL OBJECTIVES, BUDGET, AND FACILITY CONSTRAINTS. THE AUTHOR DISCUSSES WHAT MEDIA WILL PRESENT YOUR TOPIC MOST SUCCESSFULLY BASED ON COMPLEMENTING LESSON OBJECTIVES AND HOW TO TEST YOUR CHOICE DURING THE COURSE DEVELOPMENT STAGE. PRODUCTION, STORAGE, AND RELATIVE ADVANTAGES AND DISADVANTAGES ARE CONCERNS DEALT WITH SEPARATELY IN EACH MAIN MEDIA SECTION. MEDIA COVERED ARE: 1) STILL VISUALS - OVERHEAD TRANSPARENCIES, SLIDES, FILMSTRIPS; 2) MOTION VISUALS - FILM, VIDEO; 3) AUDIO - SCRIPTS AND USE WITH VISUALS; 4) RELATED PRINTED MATERIALS; AND 5) REAL PHYSICAL OBJECTS.

NU A 212
AU WAGER, WALTER.
TI INSTRUCTIONAL TECHNOLOGY AND THE ADULT LEARNER.
SE ADULT EDUCATION SERIES AE #7.
PB GRASS ROOTS PRESS PUBLICATION, ACTION RESEARCH CORP.;
EDUCATIONAL MANAGEMENT SYSTEMS,
FLORIDA STATE UNIVERSITY,
TALLAHASSEE, FL.
YR 78.
NT 40P.; BIBLIOGRAPHY P.38-40.
DE *INSTRUCTIONAL IMPROVEMENT, *ENVIRONMENTAL INFLUENCES, *ADULT LEARNING, LEARNING PROCESSES
AB MANY INSTRUCTIONAL VARIABLES AND THEIR INTERRELATIONSHIPS AFFECT THE ADULT LEARNER'S ABILITY TO LEARN. THE AUTHOR DISCUSSES THESE VARIABLES, HOW THEY INFLUENCE THE LEARNER, AND HOW INSTRUCTION CAN BE IMPROVED TO ACCOUNT FOR THESE INFLUENCES. USING THE JOHN CARROLL MODEL OF SCHOOL LEARNING (1963), THE FUNCTIONS OF PERSONAL AND ENVIRONMENTAL FACTORS ARE SINGLED OUT. INFLUENCES ON ADULT LEARNING EFFICIENCY ARE: TIME SPENT; TIME NEEDED; TIME ALLOWED; PERSEVERANCE (WHAT ARE THE PAYOFFS?); APPTITUDE; QUALITY OF INSTRUCTION (COMPLETENESS, SEQUENCING, NOISE); AND ABILITY TO UNDERSTAND. INSTRUCTIONAL TECHNOLOGY PROVIDES WAYS OF IMPROVING INSTRUCTION AND SOME ARE SUGGESTED. INCLUDES A BIBLIOGRAPHY.

NU A 213
AU TROIKE, RUDOLPH C., ET AL.
TI ASSESSING SUCCESSFUL STRATEGIES IN BILINGUAL VOCATIONAL TRAINING PROGRAMS.
PB INTERAMERICAN RESEARCH ASSOCIATES, INC., ROSSLYN, VA.
YR MAR81.
NT 144P.; BIBLIOGRAPHY P.141-144; APPENDICES P.A-1 TO A-94.
DE *BILINGUAL EDUCATION, *VOCATIONAL EDUCATION, *PROGRAM EVALUATION, *PROGRAM DEVELOPMENT, CASE STUDIES
AB THIS REPORT IS AN ANALYSIS OF NINE BILINGUAL VOCATIONAL TRAINING (BVT) PROGRAMS FUNDED UNDER THE VOCATIONAL EDUCATION ACT OF 1963. COMMON FACTORS AND PRACTICES CONTRIBUTING TO THE SUCCESS OF THESE PROGRAMS ARE DOCUMENTED AND BASED ON THIS, STRATEGIES FOR PLANNING A SUCCESSFUL BVT PROGRAM ARE FORMULATED. THE FINDINGS AND RECOMMENDATIONS CAN BE USED BY AN INDIVIDUAL OR ORGANIZATION INTERESTED IN STARTING A BILINGUAL VOCATIONAL TRAINING PROGRAM FOR PEOPLE WITH LIMITED ENGLISH SPEAKING ABILITY. CRITERIA FOR ASSESSING A PROGRAM ARE DISCUSSED AND A BIBLIOGRAPHY IS INCLUDED.

NU A 214
AU GRAUPERA, CHARLES, ED.
CA ADULT SCHOOL FOR CUBAN REFUGEES (FORT INDIANTOWN GAP, PA).
TI COMPILATION OF INSTRUCTIONAL MATERIALS.
PB ADULT SCHOOL FOR CUBAN REFUGEES, LEWISBURG, PA.
YR 80.
NT 52P.
DE *REFUGEES, ADULT BASIC EDUCATION, *INSTRUCTIONAL MATERIALS, *DAILY LIVING SKILLS, ENGLISH (SECOND LANGUAGE)
AB CONTAINS INSTRUCTIONAL MATERIALS DEVELOPED FOR USE WITH CUBAN REFUGEES IN PROVIDING BASIC KNOWLEDGE ABOUT AMERICAN LIVING. SOME OF THE DAILY LIVING SKILLS DESCRIBED HERE ARE: BUYING A CAR; GOING TO A RESTAURANT; RENTING AN APARTMENT; ASKING DIRECTIONS; AND APPLYING FOR A SOCIAL SECURITY CARD. ESPECIALLY USEFUL ARE SIMPLE ILLUSTRATIONS SHOWING MACHINES COMMONLY USED (VENDING MACHINES, CLOTHES WASHERS, DRYERS, GAS PUMPS, PHONES, ETC.). BASIC VOCABULARY LISTS INCLUDE COMMON SPANISH AND ENGLISH PARTS OF SPEECH AND ENGLISH SLANG EXPRESSIONS. THE CONTENTS ARE EASILY REPRODUCED.

NU A 215
AU BANKS, JAMES A.
TI TEACHING STRATEGIES FOR ETHNIC STUDIES. 2ND ED.
PB ALLYN AND BACON, INC.,
BOSTON, MA.
YR 79.
NT ED 177 275; 485P.
DE *CURRICULUM DEVELOPMENT, *ETHNIC GROUPS, *CULTURAL AWARENESS, CURRICULUM GUIDES, *TEACHING GUIDES
AB PART I OF THIS BOOK DISCUSSES THE BASIC INSTRUCTIONAL PROBLEMS IN TEACHING ETHNIC STUDIES. SOME OF THE MAJOR TRENDS ARE REVIEWED AND THE NEED TO EXPAND THE DEFINITION OF ETHNIC STUDIES AND TO INCLUDE CONTENT ABOUT A RANGE OF ETHNIC GROUPS IS DISCUSSED. PART II IS DESIGNED TO HELP TEACHERS ACQUIRE THE CONTENT NEEDED TO TEACH ABOUT ETHNIC GROUPS, TO ACQUAINT THEM WITH EXEMPLARY STRATEGIES FOR TEACHING KEY CONCEPTS AND GENERALIZATIONS WITH ETHNIC CONTENT, AND TO HELP THEM IDENTIFY NEEDED MATERIALS AND RESOURCES. PART III HIGHLIGHTS AND SUMMARIZES THE MAJOR POINTS DISCUSSED IN THE PREVIOUS CHAPTERS AND ILLUSTRATES HOW THE TEACHER CAN USE THE INFORMATION AND STRATEGIES PRESENTED TO DEVELOP AND TEACH MULTIETHNIC UNITS AND CURRICULA WHICH FOCUS ON VARIOUS ETHNIC GROUPS, INCLUDING NATIVE AMERICANS, EUROPEAN AMERICANS, JEWISH AMERICANS, AFRO-AMERICANS, MEXICANS, ASIAN AMERICANS, AND PUERTO RICANS.

NU A 216
AU CHAMBERLAIN, MARTIN N., ED.
TI PROVIDING CONTINUING EDUCATION BY MEDIA AND TECHNOLOGY.
SE NEW DIRECTIONS FOR CONTINUING EDUCATION, NO. 5.
PB JOSSEY-BASS PUBLISHERS,
SAN FRANCISCO, CA.
YR 80.
NT 104P.
DE *MASS MEDIA, TELECOMMUNICATIONS, EDUCATIONAL TECHNOLOGY, *TELEVISION
AB THESE TEN PAPERS CONTAIN BACKGROUND MATERIAL ON RECENT PROJECTS AND PROGRAMS THAT SUCCESSFULLY USED MASS MEDIA FOR CONTINUING EDUCATION. THE ADVANTAGES TO EDUCATORS AND STUDENTS USING TELEVISION, RADIO, NEWSPAPER, COMPUTERS, AND VIDEO TECHNOLOGY ARE DOCUMENTED. FUTURE EFFECTIVE USE OF THESE NEW TECHNOLOGIES DEPENDS ON RECOGNIZING ESSENTIAL CONTRIBUTING FACTORS IN PAST SUCCESSFUL PROGRAMS AND UNDERSTANDING THE NEEDS AND MOTIVATIONS OF A NEW TYPE OF LEARNER WHO HAS LITTLE TIME BUT IS INTERESTED IN INTERDISCIPLINARY TOPICS. CONTINUING EDUCATION PRACTITIONERS NEED TO BE CREATIVE IN APPLYING TELECOMMUNICATION TECHNOLOGY AND BE AWARE OF ITS POTENTIAL.

NU A 217
AU SHAW, NATHAN C., ED.
CA NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION (WASHINGTON, D.C.).
TI ADMINISTRATION OF CONTINUING EDUCATION: A GUIDE FOR ADMINISTRATORS.
PB NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D.C.
YR 71.
NT ED 031 624; 446P.
DE *INSTRUCTIONAL IMPROVEMENT, *PROGRAM ADMINISTRATION, *ADMINISTRATOR ROLE, COMMUNITY RELATIONS
AB THIS REVISED HANDBOOK FOR PUBLIC SCHOOL ADULT EDUCATORS FOCUSES ON RECURRING ADMINISTRATIVE RESPONSIBILITIES, PROBLEMS, PRACTICES, AND IMPLICATIONS. SECTION I DEALS WITH: ASPECTS OF THE ORGANIZATION AND ADMINISTRATION OF CONTINUING EDUCATION; THE DEVELOPMENT OF PUBLIC SUPPORT FOR ADULT EDUCATION; CONTINUING EDUCATION IN COMMUNITY SCHOOLS; ROLES AND INTERRELATIONSHIPS OF CONTINUING EDUCATION INSTITUTIONS; THE EVOLVING ROLE OF THE ADULT EDUCATOR DIRECTOR; FINANCE AND BUDGET DEVELOPMENT; AND THE IMPACT OF LEGISLATION ON ADULT EDUCATION. SECTION II, WHICH EMPHASIZES PROGRAM DEVELOPMENT AND OPERATION, INCLUDES: IDENTIFICATION OF NEEDS AND RESOURCES; PLANNING A BALANCED CURRICULUM; MAJOR CURRICULUM AREAS AND PROGRAM CONCERNS; COMMUNITY RELATIONS; PROMOTION; AND PUBLICITY. SECTION III EXAMINES THE ADULT PARTICIPANT, WHILE THE QUESTIONS OF IMPROVEMENT OF INSTRUCTION, RESEARCH, AND EVALUATION ARE DELEGATED TO THE LAST TWO SECTIONS. ALSO INCLUDED ARE PROJECTED PATTERNS AND TRENDS AND A BIBLIOGRAPHY.

NU A 218
AU VERES, HELEN C., ET AL.
CA CORNELL UNIVERSITY. INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION.
TI CONTINUING EDUCATION: NEEDS AND INTERESTS OF NEW YORK STATE ADULTS.
PB CORNELL UNIVERSITY, ITHACA, NY.
YR 80.
NT ED 198 356; 114P.; APPENDIX A WILL NOT REPRODUCE WELL DUE TO SMALL PRINT.
DE *ADULT STUDENTS, *CONTINUING EDUCATION, *NEEDS ASSESSMENT, ACCESS TO EDUCATION, ADULT PROGRAMS
AB THIS REPORT PROVIDES A SYNTHESIS OF THE MAJOR FINDINGS AND IMPLICATIONS FROM THE FULL TWO-PHASE STATEWIDE STUDY TO DETERMINE THE PERCEIVED NEEDS OF PRESENT AND POTENTIAL ADULT LEARNERS IN NEW YORK STATE. CHAPTER 1 BRIEFLY OVERVIEWS THE STUDY. CHAPTER 2 PRESENTS SURVEY INFORMATION ABOUT ADULT LEARNING INTERESTS AND DISCUSSES IT IN RELATION TO ITS IMPLICATION FOR PLANNING THE DELIVERY OF CONTINUING EDUCATION SERVICES. LEARNING INTERESTS ARE GROUPED IN FIVE MAJOR CATEGORIES: BASIC EDUCATION AND SKILLS; PERSONAL INTEREST AND SELF-DEVELOPMENT; LIBERAL ARTS AND HUMANITIES; VOCATIONAL DEVELOPMENT AND JOB SKILLS; AND HOME-RELATED INTERESTS. CHAPTER 3 FOCUSES ON WHY ADULTS PARTICIPATE IN LEARNING ACTIVITIES, WHERE AND HOW THEY WANT TO LEARN, AND WHAT PREVENTS THEIR PARTICIPATION (COST, TIME, INSTITUTIONAL, PERSONAL, AND INFORMATIONAL BARRIERS). THE EMPHASIS OF CHAPTER 4 IS ON PROVIDING COUNSELING, INFORMATION, AND OTHER SERVICES FOR ADULTS. CHAPTER 5 REVIEWS FINDINGS FROM THE TWO SURVEY REPORTS WHICH ARE PRESENTED IN THE REPORT AND PROVIDES INFORMATION HELPFUL IN TRANSLATING RESULTS INTO PRACTICE (DEVELOPING SERVICES FOR ADULTS). ADDITIONAL TABLES ARE APPENDED.

NU A 219
AU LONG, HUEY B., ED.; LORD, CHARLES B., ED.
CA NATIONAL UNIVERSITY EXTENSION ASSOCIATION.
TI CONTINUING EDUCATION UNIT, THE: CONCEPT, ISSUES, AND USE.
PB CENTER FOR CONTINUING EDUCATION,
UNIVERSITY OF GEORGIA,
ATHENS, GA.
YR 78.
NT 140P.; BIBLIOGRAPHIES THROUGHOUT.
DE *CONTINUING EDUCATION UNITS, *CONTINUING EDUCATION, *NONTRADITIONAL EDUCATION
AB THIS COLLECTION OF EIGHT ARTICLES, WRITTEN INDEPENDENTLY BY EDUCATORS IN THE FIELD OF CONTINUING EDUCATION, ASSESSES THE USE AND IMPLICATIONS OF THE CONTINUING EDUCATION UNIT (CEU) CONCEPT. THE CEU IS A UNIFORM UNIT OF MEASUREMENT FOR PREVIOUSLY UNMEASURED EDUCATIONAL EXPERIENCE. SOME AREAS EXPLORED ARE: ROLES OF UNIVERSITIES AND CONSUMERS; ACCREDITING AGENCIES; FINANCING CONTINUING EDUCATION; CONSUMER GROUPS SUCH AS PROFESSIONAL ASSOCIATIONS; AND THE CEU AS A MARKETING TOOL. THE LAST ARTICLE IS AN OVERVIEW OF LITERATURE ON CEU.

NU A 220
AU BASILE, JOSEPH C., II.
TI ESSENTIAL COMPONENTS OF A STATEWIDE STAFF DEVELOPMENT PROGRAM: PEOPLE--PROCESSES--PRODUCTS.
PB BUREAU OF LEARNING SYSTEMS,
WEST VIRGINIA DEPARTMENT OF EDUCATION,
CHARLESTON, WV.
YR 78.
NT 42P.
DE STATE PROGRAMS, *STAFF DEVELOPMENT, PROFESSIONAL DEVELOPMENT, *INSERVICE TEACHER EDUCATION
AB DESCRIBED IN THIS DOCUMENT IS THE WEST VIRGINIA STATEWIDE STAFF DEVELOPMENT MODEL FOR IMPROVING PROFESSIONAL SKILLS IN TEACHING READING. TOPICS DISCUSSED ARE: NEEDS ASSESSMENT; DESIGN; DEVELOPMENT; EVALUATING INSTRUCTIONAL PACKAGES; IMPLEMENTING INSERVICE TRAINING AT THE STATE/COUNTY/SCHOOL LEVEL; MONITORING; EVALUATING; RESEARCH; AND FEEDBACK. INCLUDED ARE MANY FLOWCHARTS, TABLES, AND EVALUATION QUESTIONNAIRES.

NU A 221
AU WRIGHT, J. ZEB, ET AL.
CA WEST VIRGINIA DEPARTMENT OF EDUCATION.
TI SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL IN WEST VIRGINIA, A: THE PERFORMANCE BASE: A SIMULATION TRAINING PROGRAM FOR COUNTY COUNCILS.
PB WEST VIRGINIA DEPARTMENT OF EDUCATION.
YR 78.
NT 120P.; LOOSELEAF.
DE CONTINUING EDUCATION, TRAINING, *PROGRAM ADMINISTRATION, *PROFESSIONAL CONTINUING EDUCATION
AB THIS TRAINING PROGRAM GIVES CONTINUING EDUCATION COUNCIL MEMBERS PRACTICE IN THE FUNCTIONS REQUIRED OF THEM WHILE INITIATING A COUNTY CONTINUING EDUCATION PROGRAM FOR SCHOOL PERSONNEL. IT IS DIVIDED INTO FIVE SESSIONS OF ACTIVITIES FOR A FICTITIOUS COUNTY TO DETERMINE NEEDS AND IDENTIFY PROGRAM OBJECTIVES. SESSION ONE INCLUDES INTRODUCTORY MATERIAL ABOUT SUBSEQUENT SESSIONS; SESSION TWO, A SIMULATED MEETING OF COUNCIL MEMBERS, PROVIDES EXPERIENCE FUNCTIONING AS ORGANIZERS WITHIN THE SMALL GROUP. THE THIRD SESSION INCLUDES NEEDS ASSESSMENT GUIDELINES, AND DEFINES AND PRIORITIZES PROGRAM OBJECTIVES. SESSION FOUR SEPARATES THESE OBJECTIVES INTO YEARLY PLANS AND GIVES STANDARDS FOR APPROVING PROPOSED TRAINING PROGRAMS. THE CONCLUDING SESSION ALLOWS TIME FOR PARTICIPANTS TO EVALUATE THE SIMULATION EXERCISES AND RECEIVE ADDITIONAL INFORMATION ON TECHNICAL ASSISTANCE AVAILABLE FROM THE STATE.

NU A 222
CA WEST VIRGINIA DEPARTMENT OF EDUCATION.
TI SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL IN WEST VIRGINIA, A: COMMITMENT PLAN GUIDELINES.
PB WEST VIRGINIA DEPARTMENT OF EDUCATION.
YR 78.
NT 11P.
DE CONTINUING EDUCATION, *PROFESSIONAL CONTINUING EDUCATION, *STATE PROGRAMS
AB WEST VIRGINIA STARTED A PROGRAM TO GIVE JOB-RELATED TRAINING AT THE COUNTY LEVEL FOR PUBLIC SCHOOL PROFESSIONAL PERSONNEL. TO QUALIFY FOR STATE FINANCIAL ASSISTANCE, EACH COUNTY WAS REQUIRED TO SUBMIT A COMMITMENT PLAN FOR APPROVAL. THIS DOCUMENT CONTAINS SEVEN SAMPLE FORMS TO PROVIDE THE STATE WITH INFORMATION ON COUNTY PERSONNEL NEEDS, ENDORSEMENTS OF THE PLAN BY APPROPRIATE COUNTY BOARDS, LOCAL RESOURCES AVAILABLE FOR CONTINUING EDUCATION, SUPPORT STATEMENTS MADE BY HIGHER EDUCATION INSTITUTIONS, DESIGNATED COORDINATORS, AND CONTINUING EDUCATION COUNCIL MEMBERS.

NU A 223
CA WEST VIRGINIA DEPARTMENT OF EDUCATION.
TI SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL IN WEST VIRGINIA, A: GUIDELINES FOR CONDUCTING LOCAL NEEDS ASSESSMENT.
PB WEST VIRGINIA DEPARTMENT OF EDUCATION.
YR 78.
NT 8P.
DE *PROFESSIONAL CONTINUING EDUCATION, NEEDS ASSESSMENT, EVALUATION METHODS, *PROGRAM EVALUATION
AB THIS BOOKLET OFFERS GUIDELINES FOR IDENTIFYING MAJOR OBJECTIVES OF A COUNTY CONTINUING EDUCATION PROGRAM FOR PUBLIC SCHOOL PERSONNEL THROUGH NEEDS ASSESSMENT. THESE OBJECTIVES BECOME THE BASIS FOR TRAINING PROGRAMS, PLANNING, SELECTING, AND EVALUATING EXISTING PROGRAMS AT THE COUNTY LEVEL. THE GUIDELINES LIST ACTIVITIES TO BE PERFORMED AND STATE WHETHER THE COUNTY COORDINATOR, CONTINUING EDUCATION COUNCIL, OR BOTH SHOULD BE RESPONSIBLE FOR THE TASK.

NU A 224
CA WEST VIRGINIA DEPARTMENT OF EDUCATION.
TI SYSTEMATIC PROGRAM OF CONTINUING EDUCATION FOR PUBLIC SCHOOL PERSONNEL IN WEST VIRGINIA, A: DESIGN FOR IMPLEMENTATION.
PB WEST VIRGINIA DEPARTMENT OF EDUCATION.
YR 78.
NT 27P.
DE *PROFESSIONAL CONTINUING EDUCATION, *PROGRAM IMPLEMENTATION, *INSERVICE EDUCATION
AB THIS DOCUMENT DEALS WITH IMPROVING INSTRUCTION OF PUBLIC SCHOOL PROFESSIONAL PERSONNEL (TEACHERS, ADMINISTRATORS, SUPERVISORS, SUPPORT PERSONNEL) BY PROVIDING INDIVIDUALIZED AND JOB-RELATED CONTINUING AND INSERVICE EDUCATION. A GENERAL IMPLEMENTATION PLAN FOR BOTH STATE AND COUNTY LEVELS IS PRESENTED. IT INCLUDES: ORGANIZATION; ADMINISTRATION; NEEDS ASSESSMENT; PROGRAM DESIGN; IMPLEMENTATION; MONITORING; AND EVALUATION. A PROGRAM DESIGN FOR LOCAL NONINSTRUCTIONAL DAYS AND FOR INDIVIDUALIZED CONTINUING EDUCATION AND PROGRAM OUTCOMES ARE ALSO DISCUSSED.

NU A 225
AU YOUNG, KEN M.
CA COMMUNITY COLLABORATORS (CHARLOTTESVILLE, VA).
TI BASIC STEPS OF PLANNING, THE.
PB COMMUNITY COLLABORATORS, CHARLOTTESVILLE, VA.
YR 78.
NT ED 163 599; 29P.
DE MODELS, *PLANNING, GUIDES
AB THIS DOCUMENT OFFERS BRIEF DISCUSSIONS OF THE BASIC STEPS IN PLANNING: FOCUS THE PLANNING EFFORT; DETERMINE GOALS AND PRIORITIES; IDENTIFY RESOURCES AND RESTRAINTS; FORMULATE OBJECTIVES; GENERATE ALTERNATIVE METHODS; ANALYZE AND SELECT THE BEST METHODS; DEVELOP A PROGRAM OF ACTION; AND EVALUATE THE PROCESS AND THE RESULTS.

NU A 226
AU SEAY, MAURICE F., ET AL.
TI COMMUNITY EDUCATION: A DEVELOPING CONCEPT.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 74.
NT ED 095 612; 424P.
DE *AGENCY COOPERATION, *COMMUNITY EDUCATION, SCHOOL COMMUNITY RELATIONSHIP, *EDUCATIONAL PLANNING, LEADERSHIP TRAINING
AB THIS BOOK PRESENTS THE PROCESS OF COMMUNITY EDUCATION AND SHOWS HOW IT CAN BE USED TO MEET REAL EDUCATIONAL NEEDS IN ANY COMMUNITY--URBAN, RURAL, SMALL TOWN, OR LARGE TOWN. THE CONCEPT, AS DEFINED AND EXPLAINED IN THIS VOLUME, ASSERTS THAT COMMUNITY EDUCATION "DARES TO ATTEMPT TO ACHIEVE A REASONABLE BALANCE AND EFFECTIVE USE OF ALL THE INSTITUTIONAL FORCES IN THE EDUCATION OF ALL OF THE PEOPLE." THE 11 AUTHORS CONTRIBUTING TO THIS VOLUME CONSIDER THE CONCEPT OF COMMUNITY EDUCATION AND HOW IT GREW, THE PARTICIPANTS IN COMMUNITY EDUCATION, A THEORY OF COMMUNITY EDUCATION LEADERSHIP, LEADERSHIP TRAINING, AND THE ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE FOR COMMUNITY EDUCATION. THE ROLES OF ADVISORY COUNCILS, COMMUNITY COLLEGES, UNIVERSITIES, AND PROFESSIONAL ASSOCIATIONS IN COMMUNITY EDUCATION ARE DISCUSSED. ALSO CONSIDERED ARE THE ROLES OF ART, COUNSELING, SPECIAL EDUCATION, AND RESEARCH IN COMMUNITY EDUCATION.

NU A 227
AU TOTTEN, W. FRED.
TI POWER OF COMMUNITY EDUCATION, THE.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 70.
NT 168P.
DE *COMMUNITY EDUCATION, *COMMUNITY SCHOOLS, *SCHOOL COMMUNITY PROGRAMS, CITIZEN PARTICIPATION, PROGRAM DESCRIPTIONS, URBAN EDUCATION
AB COMMUNITY EDUCATION IS AN ALL INCLUSIVE PHENOMENON FUNCTIONING IN THE COMMUNITY TO HELP PEOPLE OF ALL AGES, RACES, RELIGIOUS AND SOCIOECONOMIC BACKGROUNDS TO FULFILL THEIR LEARNING NEEDS AND TO AID IN THE DEVELOPMENT AND IMPROVEMENT OF THE ENTIRE COMMUNITY. THE COMMUNITY SCHOOL CAN BE THE LEADING AGENT IN THE IMPLEMENTATION OF COMMUNITY EDUCATION. IN THIS BOOK, THE INNOVATOR OF THE COMMUNITY SCHOOL PROGRAM IN FLINT, MICHIGAN DESCRIBES THE EXPERIENCES OF PARTICIPANTS IN THAT PROGRAM. SOME OF THE TOPICS DISCUSSED INCLUDE THE IMPACT OF THE PROGRAM ON THE SOLUTION OF SOCIAL PROBLEMS, ITS EFFECTS ON THE PREVENTION AND CONTROL OF CRIME AND DELINQUENCY, AND INDIVIDUAL CASES OF GROWTH AND DEVELOPMENT. A BIBLIOGRAPHY IS INCLUDED.

NU A 228
AU MINZEY, JACK D.; LETARTE, CLYDE E.
TI COMMUNITY EDUCATION: FROM PROGRAM TO PROCESS.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 72.
NT 275P.
DE *COMMUNITY EDUCATION, *COMMUNITY SCHOOLS, *EDUCATIONAL PLANNING, *PROGRAM DESCRIPTIONS, SCHOOL COMMUNITY RELATIONSHIP
AB THIS BOOK EXAMINES COMMUNITY EDUCATION PROGRAMS AND CASE HISTORIES AND PRESENTS WAYS TO IMPLEMENT SUCH PROGRAMS. IT HAS BEEN WRITTEN PRIMARILY FOR THE EDUCATOR OR ADMINISTRATOR BUT MAY ALSO BE OF INTEREST TO STUDENTS, PARENTS, AND OTHER CITIZENS INTERESTED IN IMPROVING THE COMMUNITY. THE AUTHORS PROCEED FROM THE BASIC PREMISE THAT "PROGRAM" IS USED TO DESCRIBE SPECIFIC ACTIVITIES AND THAT "PROCESS" DEALS WITH INVOLVEMENT AND ACTION. A VARIETY OF PROGRAMS ARE EXAMINED AND THE DETAILS OF THE COMMUNITY PROCESS ARE DESCRIBED. THE BOOK IS DIVIDED INTO SIX SECTIONS, EACH DEALING WITH THE PRACTICALITIES TO BE OBSERVED FOR ACHIEVING SUCCESS. TOPICS CONSIDERED INCLUDE THE COMMUNITY EDUCATION CONCEPT, INITIATING AND DEVELOPING COMMUNITY EDUCATION, AND STAFFING. SPECIAL EMPHASIS IS GIVEN TO ECONOMIC CONSIDERATIONS. A FINAL SECTION EXAMINES THE FUTURE OF COMMUNITY EDUCATION IN AMERICA.

NU A 229
AU BOONE, EDGAR J., ET AL.
TI SERVING PERSONAL AND COMMUNITY NEEDS THROUGH ADULT EDUCATION.
SE ADULT EDUCATION ASSOCIATION (AEA) HANDBOOK SERIES IN ADULT EDUCATION.
PB JOSSEY-BASS PUBLISHERS,
SAN FRANCISCO, CA.
YR 80.
NT 338P.; BIBLIOGRAPHY P.294-322.
DE *ADULT EDUCATION, *COMMUNITY EDUCATION, *PROGRAM DEVELOPMENT, INDIVIDUAL DEVELOPMENT, PROFESSIONAL DEVELOPMENT
AB THESE SEVENTEEN CHAPTERS ANALYZE LEARNER NEEDS, PROGRAM DEVELOPMENTS, AND CHANGES FOR INSTRUCTORS AND PLANNERS OF ADULT EDUCATION PROGRAMS. ADULT EDUCATION IS CATEGORIZED BY CLIENT GROUP (HANDICAPPED, AGED) AND TYPE OF PROGRAM (ABE, CE). REFLECTING THE PUSH TOWARDS SPECIALIZATION, THIS COLLECTION IS ORGANIZED INTO FIVE TOPICS: 1) SENSE OF SELF; 2) SENSE OF PROFESSIONAL GROWTH; 3) SENSE OF OPPORTUNITY; 4) SENSE OF COMMUNITY; AND 5) SENSE OF EXPERIMENTATION.

NU A 230
AU EMBERS, PAT, ET AL.
CA KANSAS STATE UNIVERSITY (MANHATTAN). UNIVERSITY FOR MAN.
TI RURAL AND SMALL TOWN COMMUNITY EDUCATION MANUAL, THE.
PB UNIVERSITY FOR MAN,
MANHATTAN, KS.
YR 80.
NT ED 196 578; 84P.
DE *COMMUNITY EDUCATION, *COMMUNITY PROGRAMS, *PROGRAM DEVELOPMENT, *RURAL EDUCATION, *POSTSECONDARY EDUCATION, PROGRAM EVALUATION
AB BASED ON THE EXPERIENCES OF THE UNIVERSITY FOR MAN (UFM) IN MANHATTAN, KANSAS, THIS MODEL FOR RURAL ADULT LEARNING PRESENTS GUIDELINES FOR PEOPLE AND ORGANIZATIONS TO START FREE COMMUNITY EDUCATION PROGRAMS. THE MANUAL PROVIDES SPECIFIC STEPS IN BEGINNING, OPERATING, AND EXPANDING PROGRAMS WHICH UTILIZE COMMUNITY LEADERS AND RESOURCES, AND WHICH REQUIRE LITTLE OR NO EXPENSE FOR THE FREE UNIVERSITY TEACHERS OR STUDENTS. THE DOCUMENT DISCUSSES A BASIC SEQUENTIAL PLAN FOR STARTING A NEW PROGRAM AND EMPHASIZES VARIANCES ACCORDING TO THE SIZE AND NEEDS OF THE COMMUNITY. AN ORGANIZATIONAL CHECKLIST ILLUSTRATES IMPORTANT POINTS OF CONSIDERATION FOR ALL ASPECTS OF THE PROGRAM. FIVE CHAPTERS ON "THE SESSION" INCLUDE INFORMATION ON TIMETABLES, TEACHERS AND VOLUNTEERS, BROCHURES, REGISTRATION, AND PUBLICITY. SIX CHAPTERS DEVOTED TO "ORGANIZATION" COVER COORDINATOR'S ROLE, ADVISORY BOARDS, LEGAL MATTERS, FUNDING AND FINANCE, SPECIAL PROJECTS, AND EVALUATION AND PLANNING FOR FUTURE DEVELOPMENT OF THE PROGRAM. CONTINUAL EMPHASIS IS STRESSED THROUGHOUT THE MANUAL ON MEETING THE NEEDS AND INTERESTS OF THE COMMUNITY, WITH FLEXIBILITY AND VARIATION USED, DEPENDING ON CHANGING NEEDS AND RESPONSES.

NU A 231
AU HEALY, GRACE M., ET AL.
CA SYRACUSE UNIVERSITY. CIVIC LITERACY PROJECT.
TI TOWARD THE YEAR 2000: CITIZEN'S OWNERSHIP OF THE FUTURE. CIVIC LITERACY PROJECT FINAL REPORT.
PB SYRACUSE UNIVERSITY,
SYRACUSE, NY.
YR SPR79.
NT 20P.
DE *COMMUNITY PROGRAMS, *CITIZENSHIP EDUCATION, *COMMUNITY ACTION
AB THE CIVIC LITERACY PROJECT, A CITIZEN PARTICIPATION TRAINING PROGRAM BASED IN SYRACUSE, NEW YORK, IS DEDICATED TO ENABLING CITIZENS TO ACTIVELY AND INTELLIGENTLY PARTICIPATE IN SHAPING THE CONDITIONS OF THEIR COMMUNITY ENVIRONMENT. IN AN ATTEMPT TO CURB CITIZEN ALIENATION AND ENCOURAGE PARTICIPATION IN DECISION-MAKING, THE PROJECT SPONSORED SEVEN WORKSHOPS BETWEEN MARCH 1977 AND AUGUST 1978. REPORTED HERE ARE DESCRIPTIONS OF THESE WORKSHOPS AND THEIR OUTCOMES. TWO OUTCOMES WERE CITIZEN DEFINITIONS OF WHAT FUTURE COMMUNITY GOALS WERE IMPORTANT ENOUGH TO WORK TOWARD AND THEIR PURSUIT OF THESE GOALS THROUGH INVOLVEMENT IN ADVISORY COUNCILS, EDUCATIONAL PROGRAMS, AND LOCAL GOVERNMENT.

NU A 232
AU PARSON, STEVE R.
TI EMERGING MODELS OF COMMUNITY EDUCATION.
SE COMMUNITY EDUCATION HOW TO SERIES.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 76.
NT 30P.
DE *COMMUNITY EDUCATION, *MODELS, *COMMUNITY INVOLVEMENT
AB COMMUNITY EDUCATION MODELS ARE PRESENTED HERE IN GENERAL TERMS. THEY INCLUDE THE NEB-NEB MODEL, COMMUNITY COLLEGE MODELS, RECREATION/SCHOOL MODELS, COMMUNITY HUMAN RESOURCE CENTERS, AND COOPERATIVE EXTENSION SERVICE COMMUNITY EDUCATION MODELS.

NU A 233
AU FISH, THOMAS L.; KLASSEN, JAMES A.
TI FINANCING COMMUNITY EDUCATION.
SE COMMUNITY EDUCATION HOW TO SERIES.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 76.
NT 30P.
DE *COMMUNITY EDUCATION, EDUCATIONAL FINANCE, *FINANCIAL SUPPORT, *FUND RAISING
AB SUPPLIED HERE IS INFORMATION USEFUL FOR ANYONE CONCERNED WITH FUNDING COMMUNITY EDUCATION. FINANCING BEGINS WITH ASSESSING PROGRAM NEEDS AND IDENTIFYING SPECIFIC COSTS. ONCE THIS IS DETERMINED, POTENTIAL SOURCES OF AID ARE ISOLATED. THEY INCLUDE: GOVERNEMTAL; FOUNDATION; BUSINESS; INDUSTRIAL; AND OTHER LOCAL SOURCES. THIS BOOKLET CONTAINS A BUDGET WORKSHEET AND LISTINGS OF FUNDING SOURCES AND PRESENTS ITS TOPIC BOTH SUCCINCTLY AND SIMPLY.

NU A 234
AU WILLIAMS, CATHARINE M.
CA PHI DELTA KAPPA EDUCATIONAL FOUNDATION (BLOOMINGTON, IN).
TI COMMUNITY AS TEXTBOOK, THE. FASTBACK SERIES, NO. 64.
PB PHI DELTA KAPPA EDUCATIONAL FOUNDATION,
BLOOMINGTON, IN.
YR 75.
NT ED 113 246; 32P.
DE *COMMUNITY RESOURCES, *LIFELONG LEARNING, *SCHOOL COMMUNITY PROGRAMS, FIELD EXPERIENCE PROGRAMS
AB SUGGESTIONS ON HOW COMMUNITY RESOURCES CAN BE ORGANIZED AND MADE AVAILABLE FOR BOTH FORMAL EDUCATION ACTIVITIES AND RESIDENTS OF A COMMUNITY ARE PROVIDED. SIX CATEGORIES OF COMMUNITY RESOURCE LEARNING EXPERIENCES ARE EXAMINED CONSISTING OF STUDY STRIPS, RESOURCE PERSONS, COMMUNITY SERVICES, COMMUNITY RESOURCE MAPS, COMMUNITY SURVEYS, AND CAMPING (OUTDOOR EDUCATION). EACH ACTIVITY IS NONBOOK IN CHARACTER AND USUALLY TAKES PLACE OUTSIDE OF THE FORMAL CLASSROOM SITUATION. MOST EFFECTIVE USE OF THESE RESOURCES REQUIRES ADVANCED PLANNING AND A FORMALIZED USE SEQUENCE INCLUDING SELECTION OF THE RESOURCE, PRELIMINARY ARRANGEMENTS, TEACHER-STUDENT PLANNING AND PREPARATION, STUDENT EXPERIENCE WITH THE RESOURCE, CHECKING AND FOLLOW-UP, AND EVALUATION. FULL AND PROPER USE OF COMMUNITY RESOURCES DEPENDS UPON ADEQUATE ADMINISTRATIVE SUPPORT. FUNDS SHOULD BE ALLOCATED FOR THE PRODUCTION, PERIODIC UPDATING, AND DISTRIBUTION OF COMMUNITY RESOURCE DIRECTORIES. NOT ONLY STUDENTS, BUT ALSO COMMUNITY RESIDENTS WITH LEISURE TIME CAN TAKE ADVANTAGE OF THESE LOCAL RESOURCES TO CONTINUE THEIR EDUCATION. THE AUTHOR SUGGESTS THAT ALL AGENCIES IN A COMMUNITY COOPERATE IN PUBLICIZING THEIR RESOURCES AND HELPING PEOPLE TO EXPLORE THEM.

NU A 235
AU FANTINI, MARIO D.
CA PHI DELTA KAPPA EDUCATIONAL FOUNDATION (BLOOMINGTON, IN).
TI PEOPLE AND THEIR SCHOOLS, THE: COMMUNITY PARTICIPATION. FASTBACK SERIES, NO. 62.
PB PHI DELTA KAPPA EDUCATIONAL FOUNDATION, BLOOMINGTON, IN.
YR 75.
NT 37P.
DE *EDUCATIONAL CHANGE, *NONTRADITIONAL EDUCATION, *SCHOOL COMMUNITY RELATIONSHIP, ADMINISTRATOR ROLE
AB THIS PAPER FOCUSES ON FOUR PARTICIPANTS IN THE PUBLIC SCHOOLS: PARENTS; STUDENTS; TEACHERS; AND ADMINISTRATORS. THESE PARTIES MAKE UP THE KEY SCHOOL COMMUNITY. THIS DISCUSSION HIGHLIGHTS THE RIGHTS AND RESPONSIBILITIES OF EACH OF THESE MAJOR GROUPS, ESPECIALLY IN THE CURRICULUM, BUDGET, AND PERSONNEL AREAS OF EDUCATIONAL ORGANIZATION. IN ORDER TO PROVIDE PERSPECTIVE, THE DISCUSSION BEGINS WITH THE BROADER RELATIONSHIP OF THE SCHOOL TO THE PUBLIC COMMUNITY. THIS BROAD FRAMEWORK ALSO EMPHASIZES THE EMERGING ROLES OF THE FOUR PARTICIPANTS AS THEY DEAL WITH THE DRAMATIC CHANGES THAT HAVE TAKEN PLACE IN SOCIETY AND THAT IMPINGE ON THE SCHOOL. AFTER AN EXTENSIVE DISCUSSION OF THE PROBLEMS ASSOCIATED WITH PUBLIC PARTICIPATION IN THE SCHOOLS, THE SUBJECT CHANGES TO THE SOLUTIONS THAT ARE POSSIBLE. EMPHASIS IS PLACED ON EDUCATIONAL ALTERNATIVES THAT ALLOW THE KEY PARTICIPANTS TO BE INVOLVED IN THE GOVERNANCE OF THE SCHOOLS AND THAT ALLOW EACH PARENT, EACH STUDENT, AND EACH TEACHER TO CHOOSE THE TYPE OF EDUCATIONAL ENVIRONMENT TO WHICH HE OR SHE IS ATTRACTED. IN THIS WAY, EACH PARTICIPANT CONTROLS HIS CHOICE; NO TYPE OF EDUCATION IS IMPOSED ON ANYONE.

NU A 236
AU HERMAN, BARRY E.
CA PHI DELTA KAPPA EDUCATIONAL FOUNDATION (BLOOMINGTON, IN).
TI WINCHESTER: A COMMUNITY SCHOOL FOR THE URBANVANTAGED. FASTBACK SERIES, NO. 101.
PB PHI DELTA KAPPA EDUCATIONAL FOUNDATION, BLOOMINGTON, IN.
YR 77.
NT ED 146 318; 41P.; THE TYPE IS SMALL.
DE *COMMUNITY INVOLVEMENT, *COMMUNITY SCHOOLS, *URBAN EDUCATION
AB THIS SMALL BOOKLET DESCRIBES THE WINCHESTER COMMUNITY SCHOOL IN NEW HAVEN, CONNECTICUT. IT BEGINS BY INTRODUCING AND DEFINING A NEW TERM, THE "URBANVANTAGED" CHILD. WINCHESTER IS DEDICATED TO THE DEVELOPMENT OF THIS INNER CITY CHILD IN A COMMUNITY SCHOOL. ACTIVITIES IMPLEMENTED BY THE SCHOOL PROGRAM INCLUDE: 1) SIMULTANEOUS KINDERGARTEN REGISTRATION AND HEALTH SCREENING; 2) PTA ACTIVITIES; 3) SEX EDUCATION AND FAMILY LIVING IN GRADE 6; 4) A SOCIAL STUDIES FAIR; 5) A WINTER VACATION CAMPING PROGRAM; 6) THE WINCHESTER EXCHANGE PROGRAM; 7) A PROGRAM TO MOTIVATE SPECIAL CLASS STUDENTS; AND 8) SUCCESSFUL ACTIVITIES FOR THE URBANVANTAGED CHILD.

NU A 237
AU ESTES, NOLAN.
CA PHI DELTA KAPPA EDUCATIONAL FOUNDATION (BLOOMINGTON, IN).
TI MARSHALLING COMMUNITY LEADERSHIP TO SUPPORT THE PUBLIC SCHOOLS. FASTBACK SERIES, NO. 35.
PB PHI DELTA KAPPA EDUCATIONAL FOUNDATION, BLOOMINGTON, IN.
YR 74.
NT 34P.
DE *SCHOOL COMMUNITY RELATIONSHIP, *ADMINISTRATOR ROLE, CITIZEN PARTICIPATION
AB THIS BOOKLET EXAMINES THE PROBLEM OF GAINING PUBLIC SUPPORT FOR THE SCHOOLS. IT EXAMINES THE LEADERSHIP ROLE OF THE SCHOOL SUPERINTENDENT; DISCUSSES INTEGRITY, ACCOUNTABILITY, AND DECENTRALIZATION; AND EXPLAINS SOME METHODS OF BUILDING SUPPORT AMONG COMMUNITY LEADERS. THE PUBLICATION CLOSES WITH A SUMMARY OF THE STEPS TAKEN BY THE DALLAS SCHOOL DISTRICT TO EDUCATE THEIR SUPERINTENDENTS AND OTHER MUNICIPAL DECISION MAKERS ABOUT THE UNFORESEEN COUNSEQUENCES OF PREVIOUS DECISIONS, ON THE INTERCONNECTIONS OF FUTURE ACTIONS, AND ON THE NECESSITY FOR COOPERATION.

NU A 238
AU BLUMENTHAL, KENT J., ED.
CA NATIONAL RECREATION AND PARK ASSOCIATION. NATIONAL JOINT CONTINUING STEERING COMMITTEE ON COMMUNITY EDUCATION.
TI NATIONAL INITIATIVE ON INTERAGENCY COOPERATION, A: THE ULTIMATE - TO SERVE II.
PB NATIONAL RECREATION AND PARK ASSOCIATION, ARLINGTON, VA.
YR 80.
NT 36P.; BIBLIOGRAPHY P.35-36.
DE *COOPERATIVE PLANNING, *COMMUNITY INVOLVEMENT, *PROGRAM DESCRIPTIONS
AB THE NATIONAL JOINT CONTINUING STEERING COMMITTEE ON COMMUNITY EDUCATION, COMPOSED OF SIX MEMBER GROUPS, IS COMMITTED TO MOBILIZING COMMUNITY RESOURCES TO PROVIDE SERVICES THAT OFFER OPPORTUNITIES FOR EDUCATION, RECREATION, AND SOCIAL SERVICES TO ALL CITIZENS. TO FURTHER THAT GOAL, "THE ULTIMATE - TO SERVE" WAS PUBLISHED IN 1976 AND THIS 1980 REPORT DOCUMENTS PROGRESS SINCE THAT TIME. THE PURPOSE OF "TO SERVE II" IS TO ENCOURAGE ADULT EDUCATORS, TWO-YEAR COLLEGES, COMMUNITY EDUCATORS, AND PARK AND RECREATION AGENCIES TO DEVELOP INTERAGENCY COOPERATIVE PROGRAMS. TOWARD THIS END, THIS DOCUMENT INCLUDES A POSITION STATEMENT, MEMBER ASSOCIATION DESCRIPTIONS AND ARTICLES, STATE INTERAGENCY STATUS REPORTS, AND A BIBLIOGRAPHY.

NU A 239
AU BEDER, HAROLD; SMITH, FRANCESKA.
TI PROGRAM DEVELOPMENT IN ADULT EDUCATION THROUGH COMMUNITY LINKAGES.
PB COLUMBIA UNIVERSITY,
CENTER FOR ADULT EDUCATION,
NEW YORK, NY.
YR NO DATE.
NT 91P.; SUBTITLED "AN APPROACH TO RECRUITING & RETAINING STUDENTS AND SECURING SUPPORTIVE SERVICES, VISIBILITY, PRESTIGE AND INCREASED REVENUES."
DE *PROGRAM DEVELOPMENT, ADULT PROGRAMS, *AGENCY COOPERATION, MODELS, COMMUNITY RELATIONS
AB THIS MANUAL DESCRIBES THREE WELL-SUPPORTED, FULL-TIME ADULT LEARNING CENTERS THAT STARTED OUT AS PART-TIME OPERATIONS IN AN ATTEMPT TO ISOLATE WHAT CONTRIBUTED TO THEIR SUCCESS. INTERAGENCY COOPERATION WAS THE MOST SIGNIFICANT ASPECT. SECTION ONE EXPLAINS THE ACCRUED BENEFITS FROM ESTABLISHING SOUND INTERAGENCY RELATIONSHIPS; SECTION TWO EXPLAINS HOW TO ESTABLISH AND MAINTAIN LINKAGES WITH OTHER AGENCIES; AND SECTION THREE POINTS OUT SOME OF THE COSTS AND POTENTIAL PROBLEMS CONNECTED WITH COOPERATIVE EFFORTS.

NU A 240
AU HAHMANN, GAIL VON.
TI COLLABORATIVE PROGRAMMING IN NONFORMAL EDUCATION.
PB CENTER FOR INTERNATIONAL EDUCATION,
UNIVERSITY OF MASSACHUSETTS,
AMHERST, MA.
YR 78.
NT 55P.; BIBLIOGRAPHY; APPENDICES.
DE *PROGRAM DEVELOPMENT, *STUDENT TEACHER RELATIONSHIP, *NONTRADITIONAL EDUCATION
AB COLLABORATIVE NONFORMAL EDUCATION IS AN EDUCATIONAL FRAMEWORK FOR UPGRADING THE QUALITY OF INTERACTION BETWEEN LEARNER AND TEACHER AND PROMOTING A MUTUALLY PRODUCTIVE EXCHANGE OF EDUCATIONAL RESOURCES BETWEEN THE TWO. THIS MONOGRAPH IS A COMPILATION OF DOCUMENTS, INTERVIEWS, INFORMAL DISCUSSIONS, AND WORKSHOP PROCEEDINGS THAT DEFINE COLLABORATION IN NONFORMAL PARTICIPATORY EDUCATION. IT EXPLORES THE ORIGINS, LIMITATIONS, CONSTRAINTS, AND CHARACTERISTICS OF SUCCESSFUL PROGRAMS SUCH AS PERSONNEL, AGENCY, AND ENVIRONMENT. STAGES IN COLLABORATIVE PLANNING ARE OUTLINED AND PROCEDURES RECOMMENDED. CONTAINS APPENDICES AND A BIBLIOGRAPHY.

NU A 241
AU BAILLIE, SUSAN, ET AL.
CA SYRACUSE UNIVERSITY RESEARCH CORPORATION (NY). EDUCATIONAL POLICY RESEARCH CENTER.
TI POTENTIAL ROLE OF THE SCHOOL AS A SITE FOR INTEGRATING SOCIAL SERVICES, THE. A REPORT.
PB EPRC PUBLICATIONS,
EDUCATIONAL POLICY RESEARCH CENTER,
SYRACUSE, NY.
YR 72.
NT ED 081 088; 148P.; PAGES A-19 AND A-45 MAY REPRODUCE POORLY.
DE *CASE STUDIES, *SCHOOL ROLE, *SOCIAL SERVICES, COMMUNITY EDUCATION, *COMMUNITY PROGRAMS
AB PHYSICALLY INTEGRATING SOCIAL SERVICES WITH SCHOOLS MIGHT BE A FEASIBLE WAY OF PROVIDING SOCIAL SERVICES AT A LOWER COST AND/OR MIGHT LEAD TO IMPROVED SOCIAL SERVICES. EXAMINATION OF 10 SCHOOL/SOCIAL SERVICE COMPLEXES REVEALS AN ATTEMPT TO REDEFINE THE NEIGHBORHOOD AT THE SAME TIME ENLARGING AND RENDERING IT LESS PAROCHIAL. THE RAPIDLY EXPANDING COMMUNITY EDUCATION MOVEMENT OFFERS NEW MODELS FOR EFFECTING ENVIRONMENTAL AND INDIVIDUAL IMPROVEMENT. THE POTENTIAL ADVANTAGES AND DISADVANTAGES OF MESHING SOCIAL SERVICES WITH SCHOOLS INCLUDE: ANALYSIS OF DOLLAR COST TRADE-OFFS; LEGAL RESTRICTIONS; RACIAL INTEGRATION; BUREAUCRATIC CONSTRAINTS; AND EDUCATIONAL IMPACT. SIX APPENDICES PROVIDE MORE DETAILED INFORMATION ON: THE 10 SCHOOLS IN THE CASE STUDIES; COMMUNITY EDUCATION LEGISLATION AND DEVELOPMENT; THE COLLEGE AND COMMUNITY SERVICES; AND LAW ENFORCEMENT AND MOBILE UNITS AS POTENTIAL SERVICES TO BE INCLUDED IN NEIGHBORHOOD CENTERS.

NU A 242
AU ARTZ, ROBERT M.
TI SCHOOL-COMMUNITY RECREATION AND PARK COOPERATION.
SE MANAGEMENT AIDS BULLETIN, NO. 82.
PB NATIONAL RECREATION AND PARK ASSOCIATION,
ARLINGTON, VA.
YR 70.
NT 71P.; BIBLIOGRAPHY P.70-71.
DE *RECREATIONAL FACILITIES, *RECREATIONAL PROGRAMS, *COMMUNITY PROGRAMS
AB AIMED AT PARK AND RECREATIONAL LEADERSHIP TO ENCOURAGE USE OF PARK FACILITIES BY SCHOOLS AND COMMUNITIES THROUGH COOPERATIVE EFFORTS. DEVELOPING COORDINATED SCHOOL-COMMUNITY RECREATION PROGRAMS IS THE SUBJECT OF THIS BOOKLET AND IT CONTAINS INFORMATION ON OBSTACLES, CONSIDERATIONS, CASE STUDIES, AND SAMPLE AGREEMENTS IN PLANNING THESE PROGRAMS.

NU A 243
CA ERIC CLEARINGHOUSE ON TEACHER EDUCATION (WASHINGTON, D.C.).
TI COMMUNITY RECREATION AND COMMUNITY RECREATION/EDUCATION: BIBLIOGRAPHIES ON EDUCATIONAL TOPICS NO. 4.
PB ERIC CLEARINGHOUSE ON TEACHER EDUCATION, WASHINGTON, D.C.
YR 77.
NT ED 133 301; 88P.
DE *BIBLIOGRAPHIES, *COMMUNITY EDUCATION, *COMMUNITY PROGRAMS, *RECREATIONAL PROGRAMS
AB THIS PUBLICATION, THE FOURTH IN THE SERIES OF BIBLIOGRAPHIES ON EDUCATIONAL TOPICS, FOCUSES ON COMMUNITY RECREATION AND COMMUNITY RECREATION/EDUCATION. CITATIONS WERE SELECTED FROM THE TWO FILES CONTAINED IN THE ERIC DATABASE: RESOURCES IN EDUCATION (RIE) AND CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). EACH TOPIC IS PRESENTED SEPARATELY WITH A DEFINITION FOLLOWED BY A REPRODUCTION OF THE ACTUAL COMPUTER PRINTOUT PAGES. ENTRIES ARE ARRANGED CHRONOLOGICALLY WITH MOST RECENT PUBLICATIONS LISTED FIRST. JOURNAL CITATIONS NOTE THE ACCESSION NUMBER, TITLE, AUTHOR, JOURNAL TITLE, VOLUME AND ISSUE NUMBER, PAGINATION, INDEX TERMS, AND ANNOTATION. DOCUMENT CITATIONS LIST ACCESSION NUMBER, TITLE, AUTHOR, PUBLICATION DATE, INDEX TERMS, AND PAGINATION, AND MAY NOTE ORGANIZATION WHERE DOCUMENT ORIGINATED, SPONSORING AGENCY, CONTRACT OR GRANT NUMBER, ALTERNATE SOURCE FOR OBTAINING THE DOCUMENT, A SHORT DESCRIPTIVE NOTE, PRICE, AND WHETHER THE DOCUMENT IS AVAILABLE IN MICROFICHE AND/OR HARDCOPY FROM EDRS. ABSTRACTS OF DOCUMENTS ARE ALSO PRESENTED. A READER RESPONSE PAGE IS INCLUDED AT THE END OF THE BIBLIOGRAPHY TO ENCOURAGE READERS TO SUBMIT DOCUMENTS FOR EVALUATION AND POSSIBLE INCLUSION IN THE ERIC DATABASE. AN EDRS DOCUMENT ORDER FORM IS ALSO INCLUDED.

NU A 244
CA AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (WASHINGTON, D.C.). CENTER FOR COMMUNITY EDUCATION.
TI COMMUNITY EDUCATION IN COMMUNITY AND JUNIOR COLLEGES. COMMUNITY EDUCATION ADVISORY COUNCIL REPORT NO. 7.
PB U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C.
YR 78.
NT 31P.
DE *COMMUNITY EDUCATION, CASE STUDIES, *TWO YEAR COLLEGES, HIGHER EDUCATION
AB THIS PAMPHLET GIVES AN OVERVIEW OF COMMUNITY EDUCATION, DESCRIBES THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGE'S INTEREST IN COMMUNITY EDUCATION, AND DISCUSSES ITS CENTER FOR COMMUNITY EDUCATION. CASE STUDIES OF CLACKAMAS COLLEGE, OREGON AND MIAMI-DADE COMMUNITY COLLEGE, FLORIDA ILLUSTRATE TWO PROGRAMS IN OPERATION. A BRIEF DESCRIPTION OF THE MINIMUM REQUIREMENTS FOR FEDERAL ASSISTANCE CONCLUDES THIS LITERATURE.

NU A 245
AU VAN VOORHEES, CURTIS, ET AL.
CA AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (WASHINGTON, D.C.). MICHIGAN UNIVERSITY (ANN ARBOR). OFFICE OF COMMUNITY EDUCATION RESEARCH.
TI FOUR CASE STUDIES: WORKING PARTNERSHIPS BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS. COMMUNITY COLLEGES, COMMUNITY EDUCATION MONOGRAPH #1.
PB AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, WASHINGTON, D.C.
YR 77.
NT ED 140 874; 63P.
DE *COMMUNITY EDUCATION, *TWO YEAR COLLEGES, CASE STUDIES, PROGRAM EVALUATION
AB THIS MONOGRAPH EXAMINES THE DEVELOPMENTAL PHASES OF THE RELATIONSHIPS BETWEEN FOUR COMMUNITY COLLEGES AND THEIR RESPECTIVE SCHOOL DISTRICTS. RESULTS OF THE CASE STUDIES SHOWED THAT COLLABORATIVE EFFORTS BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS REQUIRED LEGITIMIZATION THROUGH THE CONSENT AND SUPPORT OF THEIR RESPECTIVE POLICY-MAKERS. CLEAR-CUT ROLE SPECIFICATION DELINEATING BOTH POWER AND BENEFITS FOR EACH PARTY WAS REQUIRED; IN SOME INSTANCES, ROLES WERE SPECIFIED SUCH THAT THE COMMUNITY COLLEGE HELD THE BALANCE OF POWER WHILE IN OTHER INSTANCES POWER WAS SHARED, BUT IN NO INSTANCE DID COMMUNITY SCHOOLS HOLD THE BALANCE OF POWER. ALTHOUGH NEEDS ASSESSMENT, GOALS, AND PROGRAMS WERE NUMEROUS, CLAIMED RESULTS WERE COUCHED IN TERMS OF SHEER NUMBERS OR THE EXPRESSED ENTHUSIASMS OF PROGRAM PARTICIPANTS. SUBSTANTIVE OUTCOME DATA IS THE NECESSARY FOUNDATION FOR LEGISLATION AND FINANCING. THE COLLEGE/SCHOOL DISTRICT ALLIANCE HAS POTENTIAL FOR COMMUNITY PROBLEM-SOLVING, BUT WITHOUT PROPER SUPPORT, GOOD RESEARCH, AND ADEQUATE FINANCING, SUCH INTER-INSTITUTIONAL EFFORTS WILL BE UNEVEN AND SPORADIC.

NU A 246
AU UDELL, DON S.
TI COMMUNITY EDUCATION.
YR 77.
NT 86P.; UNPUBLISHED.
DE *COMMUNITY EDUCATION, *COMMUNITY SCHOOLS, *EDUCATIONAL HISTORY, EDUCATIONAL PHILOSOPHY
AB CHAPTER 1 DOCUMENTS THE DEVELOPMENT OF COMMUNITY EDUCATION BY ANALYZING THE FLINT, MICHIGAN EXPERIENCE THROUGH THE EFFORTS OF CHARLES S. MOTT, THE MOTT FOUNDATION, FRANK J. MANLEY, AND THE NATIONAL CENTER FOR COMMUNITY EDUCATION. CHAPTER 2 REFLECTS THE EXPANSION OF COMMUNITY EDUCATION PHILOSOPHY BY EXAMINING THE VIEWS OF DEWEY, MANLEY, KILPATRICK, CLAPP, LETARTE, MINZEY, BERRIDGE, KERENSKY, MELBY, AND SEAY. TECHNOLOGY (I.E., METHODOLOGIES, ORGANIZATIONAL, AND COORDINATING PRACTICES) IS EXPLORED THROUGH MODELS DEVELOPED BY MINZEY, DECKER, AND RAINES, AND PROGRAM IMPLEMENTATION STRATEGIES INVOLVING PROCESS AND PROGRAM-ORIENTED APPROACHES. IN CHAPTER 4 THE AUTHOR ANALYZES 3 SUCCESS FACTORS IN ACHIEVING COMMUNITY EDUCATION GOALS: 1) TRAINING OF COMMUNITY SCHOOL PERSONNEL; 2) PUBLIC SCHOOL SYSTEM'S ATTITUDES TOWARD COMMUNITY INVOLVEMENT; AND 3) SOCIO-ECONOMIC CHARACTERISTICS OF THE COMMUNITY BEING SERVED.

NU A 247
AU HAGER, DONNA L., COMP. AND ED.; KAPLAN, MICHAEL H.
TI BEYOND THE LIMITS: DOCUMENTATION OF THE JOINT AGREEMENT (STATEMENT OF UNDERSTANDING) BETWEEN THE U.S. OFFICE OF EDUCATION COMMUNITY EDUCATION PROGRAM AND TEACHER CORPS.
PB SOUTHEASTERN RECRUITMENT AND COMMUNITY TECHNICAL RESOURCE CENTER, UNIVERSITY OF GEORGIA, ATHENS, GA.
YR 78.
NT 54P.; APPENDICES.
DE *AGENCY COOPERATION, *EDUCATIONAL PLANNING, MODELS, GOVERNMENT SCHOOL RELATIONSHIP
AB THIS DOCUMENT REPORTS THE EFFORTS OF THE U.S.O.E. COMMUNITY EDUCATION PROGRAM AND TEACHER CORPS TO DEVELOP, IMPLEMENT, AND DISSEMINATE A COLLABORATIVE, WORKING AGREEMENT REFERRED TO AS THE "STATEMENT OF UNDERSTANDING." THE RESULTS OF A SURVEY OF THE FIELD IN BOTH PROGRAMS PROVIDED AN OVERVIEW OF THE TYPES OF COOPERATIVE EFFORTS EXISTING AND INDICATED AN OVERWHELMING (90%) DESIRE TO CONTINUE OR ENGAGE IN JOINT ACTIVITIES. THE MAJOR AREAS OF TRAINING NEEDS IDENTIFIED WERE NEEDS ASSESSMENT, COMMUNITY COUNCILS, AND VOLUNTEERS. THE MAIN TYPES OF JOINT ACTIVITIES REPORTED WERE UTILIZING COMMUNITY EDUCATION CENTER STAFF TO PROVIDE TRAINING FOR COUNCILS AND VOLUNTEERS AT THE LOCAL AND NETWORK OR REGIONAL LEVELS, SHARED STAFF POSITIONS AND JOINT PUBLICATIONS OR DISSEMINATION PROJECTS. ANOTHER SECTION OF THIS DOCUMENT WILL PROVIDE A CONCEPTUAL MODEL, BASED ON AN ACTUAL MODEL IN COLUMBIA, SOUTH CAROLINA, TO PROVIDE A FRAMEWORK TO ESTABLISH COOPERATIVE AGREEMENTS AT THE LOCAL LEVEL.

NU A 248
AU PRENTICE, LLOYD.
CA INSTITUTE FOR RESPONSIVE EDUCATION (BOSTON, MA).
TI WORDS, PICTURES, MEDIA: COMMUNICATION IN EDUCATIONAL POLITICS.
PB INSTITUTE FOR RESPONSIVE EDUCATION, BOSTON, MA.
YR 76.
NT ED 133 797; 100P.
DE *GUIDES, *COMMUNICATIONS, *PROGRAM DEVELOPMENT, *PUBLIC RELATIONS, BIBLIOGRAPHIES
AB THIS BOOKLET PRESENTS A STEP-BY-STEP SYSTEM FOR PLANNING AND CARRYING OUT AN EFFECTIVE PUBLIC COMMUNICATION CAMPAIGN. IN HIS DISCUSSION, THE AUTHOR CONCENTRATES ON VARIOUS PLANNING PROCESSES RATHER THAN ON THE MECHANICS OF WRITING, DESIGNING, PHOTOGRAPHING, OR EDITING. HOWEVER, WHILE THE BOOKLET'S EMPHASIS IS DEFINITELY ON PLANNING, MANY SPECIFIC PRACTICAL TIPS ARE INTERSPERSED THROUGHOUT THE VARIOUS CHAPTERS. INDIVIDUAL CHAPTERS FOCUS IN TURN ON THE IMPORTANCE OF COMMUNICATION PLANNING, SOLVING PROBLEMS THROUGH COMMUNICATION, ORGANIZING A COMMUNICATION CAMPAIGN, IDENTIFYING COMMUNICATION OBJECTIVES, DEVELOPING SYSTEMATIC COMMUNICATION STRATEGY, USING FLOWCHARTS TO REDUCE WASTED TIME AND EFFORT, BUDGET PLANNING FOR A COMMUNICATION CAMPAIGN, AND EVALUATING A COMMUNICATION CAMPAIGN. AN ANNOTATED BIBLIOGRAPHY OF RELEVANT PUBLICATIONS IS ALSO INCLUDED.

NU A 249
AU FERREIRA, JOSEPH; BURGES, BILL.
CA INSTITUTE FOR RESPONSIVE EDUCATION (BOSTON, MA).
TI COLLECTING EVIDENCE: A LAYMAN'S GUIDE TO PARTICIPANT OBSERVATION.
PB INSTITUTE FOR RESPONSIVE EDUCATION,
BOSTON, MA.
YR 76.
NT ED 132 715; 28P.
DE *CITIZEN PARTICIPATION, *DATA COLLECTION, *COMMUNITY ACTION, RESEARCH METHODOLOGY
AB PARTICIPANT/OBSERVATION IS USEFUL AS A TOOL FOR GATHERING EVIDENCE ABOUT PROCESSES, CIRCUMSTANCES, OR OTHER OBSERVABLE CONDITIONS. A PARTICIPANT/OBSERVER IS AN INVESTIGATOR GATHERING EVIDENCE. OBSERVATIONS ARE CAREFULLY RECORDED, PREJUDGMENT IS SCORNED, AND JUGMENTS FLOW FROM THE EVIDENCE. IN APPROACHING A SITUATION TO BE INVESTIGATED, THE PARTICIPANT/OBSERVER SHOULD GET A FLAVOR OF THE SYSTEM OF WHICH THE SITUATION IS A PART, IDENTIFY THOSE PROBLEMS OR PARTS OF THE SYSTEM THAT INFLUENCE THE SITUATION UNDER INVESTIGATION, AND SELECT THE PROBLEMS OR PARTS THAT SEEM MOST IMPORTANT AND MIGHT PROVIDE VITAL EVIDENCE. ONCE THE SITUATION IS CHOSEN, FIVE TYPES OF DATA ARE OFTEN IMPORTANT: DESCRIPTIVE DATA ABOUT SETTINGS; ACCURATE DESCRIPTIONS OF ACTIONS AND BEHAVIORS; WORD-FOR-WORD STATEMENTS; TRACES AND WEAR SPOTS; AND DOCUMENTS. THE PARTICIPANT/OBSERVER IS ALSO INTERESTED IN RELIABLE WITNESSES AND INFORMANTS. SELF-TRAINING EXERCISES AND SAMPLE OBSERVATIONS ARE INCLUDED.

NU A 250
AU BURGES, BILL.
CA INSTITUTE FOR RESPONSIVE EDUCATION (BOSTON, MA).
TI YOU CAN LOOK IT UP: FINDING EDUCATIONAL DOCUMENTS.
PB INSTITUTE FOR RESPONSIVE EDUCATION,
BOSTON, MA.
YR 76.
NT ED 132 714; 26P.
DE *RESEARCH METHODOLOGY, *RESOURCE MATERIALS, ELEMENTARY SECONDARY EDUCATION
AB THIS PUBLICATION IS INTENDED TO HELP PEOPLE FIND THE DOCUMENTS MOST SUITED TO SOLVING THEIR RESEARCHABLE PROBLEMS. IT BEGINS BY DISCUSSING HOW TO APPROACH RESEARCH AND THEN OUTLINES SUCH SOURCES OF DOCUMENTARY EVIDENCE AS CURRENT BOOKS, INDEXES, PERIODICALS, BIBLIOGRAPHIES, AND THE ERIC SYSTEM.

NU A 251
AU BURGES, BILL.
CA INSTITUTE FOR RESPONSIVE EDUCATION (BOSTON, MA).
TI FACTS FOR A CHANGE: CITIZEN ACTION RESEARCH FOR BETTER SCHOOLS.
PB INSTITUTE FOR RESPONSIVE EDUCATION,
BOSTON, MA.
YR 76.
NT ED 132 713; 199P.
DE *COMMUNITY ACTION, *RESEARCH METHODOLOGY, *COMMUNITY ORGANIZATIONS, *GUIDES
AB IN AN ACTION RESEARCH PROJECT, LOCAL CITIZENS AND COMMUNITY GROUPS (OFTEN IN COLLABORATION WITH SCHOOL PROFESSIONALS) INVESTIGATE COMMUNITY-DEFINED ISSUES. ACTION RESEARCH IS GEARED TO HELP PEOPLE THINK CLEARLY ABOUT AN ISSUE AND FIND THE RESOURCES THEY NEED TO FACE IT. IN SUCH A PROJECT, CITIZENS DEVELOP SKILLS IN ORGANIZING, FINDING RESOURCES, GATHERING DATA, AND ANALYZING THE FACTS. THEY LEARN TO EVALUATE DATA OBJECTIVELY, PROPOSE SOLUTIONS, AND ACT BETWEEN SOCIAL RESEARCH AND SOCIAL CHANGE. THIS HANDBOOK DETAILS THE PROCESS FOR GETTING THE FACTS, ORGANIZING SUPPORT, AND FOLLOWING THROUGH. CHAPTER 1 EXPLAINS HOW GROUPS CAN ORGANIZE FOR ACTION RESEARCH ON AN ISSUE THAT CONCERNS THEM. CHAPTER 2 DESCRIBES FACT-FINDING METHODS FOR ACTION RESEARCH, FROM STATING THE ISSUE AS A RESEARCHABLE PROBLEM TO ANALYZING THE FACTS. CHAPTER 3 SUGGESTS STRATEGIES FOR FOLLOWUP, FROM DEVELOPING PROPOSALS TO DEALING WITH OPPOSITION. ACTION RESEARCH AIDS AND A RESOURCE DIRECTORY COMPLETE THE TEXT.

NU A 252
AU YOUNG, GARY M.
TI CENSUS DATA FOR COMMUNITY ACTION.
PB BUREAU OF THE CENSUS,
WASHINGTON, D.C.
YR OCT 78.
NT 21P.
DE STATISTICAL DATA, *POPULATION TRENDS, *COMMUNITY ACTION, POPULATION DISTRIBUTION
AB THIS GOVERNMENT PUBLICATION EXPLAINS HOW COMMUNITY GROUPS CAN USE THE 1970 CENSUS POPULATION AND HOUSING DATA IN DETECTING PROBLEMS, DETERMINING SERIOUSNESS, AND PLANNING SOLUTIONS. TOPICS EXPLORED ARE THE TYPES OF INFORMATION INCLUDED IN CENSUS REPORTS, THE SYSTEM OF GEOGRAPHICAL BREAKDOWNS, RELIABILITY OF DATA, EXAMPLES OF CENSUS APPLICATIONS FOR COMMUNITY ACTION, CONTENTS OF BLOCK AND TRACT REPORTS, AND WHERE TO FIND CENSUS INFORMATION. THE BLOCK AND TRACT REPORTS ARE PARTICULARLY USEFUL FOR PLANNING COMMUNITY ACTION PROJECTS BECAUSE THEY SUPPLY STATISTICS ON SOCIAL CHARACTERISTICS OF POPULATION (SCHOOLING, PARENTAGE, TRANSPORTATION USE, INCOME, AND LABOR FORCE PARTICIPATION) AND HOUSING (NUMBER OF OCCUPANTS/UNIT, RENT AS A PERCENTAGE OF INCOME). ALTHOUGH THIS PUBLICATION DISCUSSES THE 1970 CENSUS REPORTS, SIMILAR INFORMATION IS CONTAINED IN MORE RECENT BUREAU OF THE CENSUS SURVEYS.

NU A 253
AU FESSLER, DONALD R.
TI FACILITATING COMMUNITY CHANGE: A BASIC GUIDE.
PB UNIVERSITY ASSOCIATES,
LA JOLLA, CA.
YR 76.
NT 146P.
DE *COMMUNITY ACTION, *CITIZEN PARTICIPATION, *CHANGE STRATEGIES
AB FOR PROFESSIONALS AND PRIVATE CITIZENS WHO WORK WITH PEOPLE TOWARD SOCIAL CHANGE AT THE COMMUNITY LEVEL. FIRST DESCRIBED IS CLIMATE AND COMMUNITY CONDITIONS THAT THE CHANGE AGENT MUST WORK WITHIN. DAILY PROBLEMS AND SUGGESTED PRACTICES FOR DEALING WITH THEM ARE EXPLORED. THE LAST CHAPTERS ARE A WORKSHOP MANUAL FOR TRAINING CHANGE AGENTS. EACH CHAPTER INCLUDES READINGS AND REFERENCES TO CORROBORATE THE MATERIAL PRESENTED AND EXPOSE THE READER TO THE LITERATURE OF THIS FIELD.

NU A 254
AU KRAMER, RALPH M., ED.; SPECHT, HARRY, ED.
TI READINGS IN COMMUNITY ORGANIZATION PRACTICE. 2ND ED.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 75.
NT 386P.
DE *COMMUNITY ORGANIZATIONS, *COMMUNITY ACTION, *CITIZEN PARTICIPATION
AB THIS IS A COLLECTION OF INTRODUCTORY READINGS ON CURRENT COMMUNITY ORGANIZATION PRACTICE WITH AN EMPHASIS ON SOCIAL PLANNING AND SOCIAL CONFLICT. WHILE PRIMARILY A TEXT FOR STUDENT USE, THIS EDITION CLAIMS TO INCREASE PRACTITIONER KNOWLEDGE OF COMMUNITY ORGANIZATIONS AND IN SO DOING INCREASE EFFECTIVENESS IN BRINGING ABOUT SOCIAL CHANGE. PUBLIC SOCIAL POLICY ISSUES (WELFARE, EDUCATION, ETC.), SMALL GROUP THEORY, ADMINISTRATION, AND SUPERVISION OF PROGRAMS ARE NOT DEALT WITH. PART 1 EXAMINES THE CONTEXT IN WHICH COMMUNITY ORGANIZATION ACTIVITY TAKES PLACE. PART 2 DESCRIBES THE ORGANIZATION OF PLANNED CHANGE AND MODELS OF CHANGE PROCESSES. WITHIN THIS SECTION ARE ARTICLES ON SOCIAL PLANNING AND MANAGEMENT OF SOCIAL CONFLICT.

NU A 255
AU COX, FRED M., ET AL.
TI TACTICS AND TECHNIQUES OF COMMUNITY PRACTICE.
PB F.E. PEACOCK PUBLISHERS,
ITASCA, IL.
YR 77.
NT 441P.; ANNOTATED BIBLIOGRAPHY P.419-427.
DE *COMMUNITY ACTION, *CHANGE STRATEGIES, CITIZEN PARTICIPATION, *COMMUNITY ORGANIZATIONS
AB A COLLECTION OF PRACTITIONER-ORIENTED ARTICLES ON COMMUNITY ORGANIZING THAT WILL BE OF VALUE TO COMMUNITY LEADERS AND PROGRAM COORDINATORS. PRESENTED ARE TECHNIQUES FOR ASSESSING COMMUNITY NEEDS AND ISOLATING HELPFUL RESOURCES. PLANNING AND ORGANIZING FOR CHANGE WITHIN THE COMMUNITY IS DISCUSSED. EXERCISING INFLUENCE THROUGH ELECTIONS, FUNDING, LOBBYING, AND SELECTIVE USE OF INFORMATION CAN BE VERY EFFECTIVE AS CHANGE AGENTS. CHAPTERS ALSO COVER PROGRAM ADMINISTRATION AND EVALUATION.

NU A 256
AU MESA, PETE.
CA ERIC CLEARINGHOUSE ON TEACHER EDUCATION (WASHINGTON, D.C.).
TI COMMUNITY INVOLVEMENT AND INSERVICE TEACHER EDUCATION: THE URBAN/RURAL APPROACH. SCIP NO. 4.
PB SCIPS,
ERIC CLEARINGHOUSE ON TEACHER EDUCATION,
WASHINGTON, D.C.
YR JAN 76.
NT ED 117 034; 17P.
DE *COMMUNITY INVOLVEMENT, *INSERVICE TEACHER EDUCATION, *LEADERSHIP TRAINING, RURAL EDUCATION, SCHOOL COMMUNITY RELATIONSHIP
AB THIS PAPER DESCRIBES THE HISTORY AND STATUS OF THE URBAN/RURAL SCHOOL DEVELOPMENT PROGRAM WHICH HAS BOTH COMMUNITY INVOLVEMENT AND INSERVICE TEACHER EDUCATION AS COMPONENTS. THE PAPER FIRST DISCUSSES CERTAIN IMPORTANT FEATURES OF THE URBAN/RURAL PROGRAM. THE IMPORTANCE OF LEADERSHIP TRAINING INSTITUTES (LTI) IN RELATION TO THIS PROGRAM IS STRESSED SINCE THE LTI, THROUGH WORKSHOPS, CONFERENCES, AND NEWSLETTERS, HAS SERVED AS A UNIFYING ELEMENT FOR THE URBAN/RURAL SITES. THE PAPER DISCUSSES THE ATTEMPTS OF URBAN/RURAL PROGRAMS, BY INCLUDING TEACHERS IN THEIR PLANNING, TO SOLVE CERTAIN PROBLEMS FOUND IN TRADITIONAL INSERVICE EDUCATION PROGRAMS. A WORKING DEFINITION OF INSERVICE EDUCATION IS THEN PROPOSED, AND STRATEGIES AND MECHANISMS FOR PROVIDING INSERVICE EDUCATION THAT HAVE EMERGED IN THE URBAN/RURAL PROGRAM ARE DISCUSSED. OTHER URBAN/RURAL EXPERIENCES FOR THE DESIGN OF A NATIONAL STRATEGY FOR INSERVICE EDUCATION ARE CONSIDERED, AND THE SUCCESS OF VARIOUS PROJECTS IS ALSO DISCUSSED. THE PAPER CONCLUDES WITH A LIST OF 11 CONCLUSIONS OR IMPORTANT EXPERIENCES TO OFFER NATIONAL AND LOCAL EDUCATIONAL POLICY MAKERS.

NU A 257
CA INSTITUTE FOR RESPONSIVE EDUCATION (BOSTON, MA).
TI COMMUNITY AT THE BARGAINING TABLE, THE. A REPORT ON THE COMMUNITY'S ROLE IN COLLECTIVE BARGAINING IN THE SCHOOLS.
PB INSTITUTE FOR RESPONSIVE EDUCATION,
BOSTON, MA.
YR JAN 75.
NT ED 101 453; 65P.
DE ANNOTATED BIBLIOGRAPHIES, *COLLECTIVE BARGAINING, *COMMUNITY INVOLVEMENT, *SCHOOL COMMUNITY RELATIONSHIP
AB THE INSTITUTE FOR RESPONSIVE EDUCATION AND ITS STUDY TEAM ARE LOOKING AT WAYS TO WIDEN THE SCOPE OF COLLECTIVE BARGAINING TO PROVIDE ROOM FOR COMMUNITIES TO PARTICIPATE IN POLICY FORMULATION IN THEIR SCHOOLS. THE TRADITIONAL MANAGEMENT-LABOR APPROACH WAS DESIGNED TO RESOLVE DIFFERENCES ABOUT WAGES, FRINGE BENEFITS, AND THE RULES, RIGHTS, AND RESPONSIBILITIES OF EMPLOYERS AND EMPLOYEES; NOT TO RESOLVE DIFFERENCES ABOUT THE RIGHTS OF CHILDREN, PARENTS, AND TAXPAYERS INVOLVED IN THE EDUCATIONAL PROCESS. AS MORE AND MORE EDUCATIONAL DECISIONS ARE MADE IN BILATERAL, BEHIND-CLOSED-DOOR NEGOTIATIONS, THERE WILL BE EVEN LESS OPPORTUNITY FOR CONSTRUCTIVE IDEAS FROM STUDENTS, PARENTS, AND OTHERS IN THE COMMUNITY THAN THERE ARE NOW. FURTHERMORE, COLLECTIVE BARGAINING SEEMS TO BE MOVING TOWARD GREATER CENTRALIZATION IN LARGE SCHOOL DISTRICTS, MAKING IT EVEN MORE DIFFICULT FOR THE PEOPLE CONCERNED ABOUT AN INDIVIDUAL SCHOOL--TEACHERS, STAFF, PARENTS, STUDENTS, AND COMMUNITY RESIDENTS--TO BE ADEQUATELY REPRESENTED. WE NEED TO BREAK OUT OF THE CONFINES OF THE NARROW, BILATERAL APPROACHES TO EDUCATIONAL DECISION MAKING IN GENERAL, AND THE CLOSED-DOOR COLLECTIVE BARGAINING PATTERNS IN PARTICULAR.

NU A 258
AU FISCHER, JOAN KELLER, ET AL.
CA NATIONAL INSTITUTE FOR COMMUNITY DEVELOPMENT (WASHINGTON, D.C.).
TI APL REVISED: ITS USES AND ADAPTATION IN STATES.
PB NATIONAL INSTITUTE FOR COMMUNITY DEVELOPMENT, WASHINGTON, D.C.
YR 80.
NT ED 195 685; 84P.
DE *ADULT EDUCATION, *COMPETENCY BASED EDUCATION, *DAILY LIVING SKILLS, *PROGRAM EVALUATION, *STATE OF THE ART REVIEWS
AB THIS REPORT ON THE STATE LEVEL USE AND APPLICATIONS OF THE 1971-77 ADULT PERFORMANCE LEVEL (APL) STUDY CONTAINS TWO REPORTS: "COMPETENCIES FOR ADULT BASIC EDUCATION AND DIPLOMA PROGRAMS: A SUMMARY OF STUDIES AND CROSS-REFERENCE OF RESULTS," BY JOAN KELLER FISCHER AND "THE APL STUDY: SCIENCE, DISSEMINATION, AND THE NATURE OF ADULT EDUCATION," BY WALT HANEY AND LLOYD DAVID. IN HER REPORT, JOAN FISCHER COMPARES THE APL EFFORT TO ELEVEN OTHER EFFORTS TO IDENTIFY COMPETENCIES (SOME OF THEM BASED ON APL), EXAMINES THE APL STUDY, AND REVIEWS TWELVE NATIONAL AND STATE LEVEL COMPETENCY IDENTIFICATION EFFORTS (IN NEW JERSEY, PENNSYLVANIA, ALASKA, UTAH, CALIFORNIA, AND NEW YORK). SHE CONCLUDES WITH A SUMMARY OF COMPETENCIES DEEMED IMPORTANT BY THE APL AND OTHER EFFORTS. IN THEIR REPORT, HANEY AND DAVID REVIEW THE HISTORY OF THE ORIGINAL APL EFFORT, EXAMINE THE CONCLUSIONS OF FIVE MAJOR APL CRITICS, ADD THEIR OWN CRITICISM, EXAMINE THE REASONS FOR THE SPREAD OF APL TO STATE AND LOCAL PROGRAMS, AND POINT TO AREAS FOR FURTHER STUDY. THEY CONCLUDE THAT THE VALUE OF APL HAS BEEN ITS CONTRIBUTION TO BROADENING THE CONCEPTIONS OF HOW ADULT BASIC EDUCATION CAN BE ORGANIZED AND TO ENRICHING THE BODY OF CURRICULUM MATERIALS ON WHICH ADULT EDUCATORS CAN DRAW.

NU A 259
AU HAMMOND, WILLIAM, COMP.; SPINELLI, FRAN M., COMP.
CA MONTCLAIR STATE COLLEGE (UPPER MONTCLAIR, NJ). ADULT CONTINUING EDUCATION CENTER.
TI COMPETENCY-BASED ADULT EDUCATION BIBLIOGRAPHY.
PB NATIONAL ADULT EDUCATION CLEARINGHOUSE, MONTCLAIR STATE COLLEGE, UPPER MONTCLAIR, NJ.
YR 79.
NT ED 199 571; 35P.
DE *ADULT EDUCATION, *COMPETENCY BASED EDUCATION, *INSTRUCTIONAL MATERIALS, *ANNOTATED BIBLIOGRAPHIES
AB DESIGNED FOR ADMINISTRATORS AND TEACHERS, THIS BIBLIOGRAPHY OF COMPETENCY-BASED ADULT EDUCATION MATERIALS LISTS RECENT CURRICULAR AND RESEARCH MATERIALS IN THE MAJOR COPING SKILL AREAS SUCH AS MATHEMATICS, COMMUNICATIONS, CITIZENSHIP, FAMILY LIFE, HEALTH, AND FINANCIAL SURVIVAL. EACH ENTRY GIVES FULL BIBLIOGRAPHICAL INFORMATION INCLUDING THE TITLE, AUTHOR, SOURCE, DATE, READING LEVEL, AND FORMAT. IN ADDITION, EACH ENTRY PROVIDES A BRIEF ABSTRACT OF THE RESOURCE.

NU A 260
AU PARKER, JAMES T., ED.; TAYLOR, PAUL G., ED.
CA MONTCLAIR STATE COLLEGE (UPPER MONTCLAIR, NJ). ADULT CONTINUING EDUCATION CENTER.
TI CB READER, THE. A GUIDE TO UNDERSTANDING THE COMPETENCY-BASED ADULT EDUCATION MOVEMENT.
PB NATIONAL ADULT EDUCATION CLEARINGHOUSE, MONTCLAIR STATE COLLEGE, UPPER MONTCLAIR, NJ.
YR 80.
NT ED 199 572; 137P.
DE *ADULT BASIC EDUCATION, *ADULT PROGRAMS, *COMPETENCY BASED EDUCATION, *PROGRAM DEVELOPMENT, EDUCATIONAL RESEARCH
AB THIS MONOGRAPH CONTAINS ELEVEN EXEMPLARY ARTICLES THAT FOCUS ON TOPICS RELATED TO COMPETENCY-BASED ADULT EDUCATION. AMONG THE ARTICLES INCLUDED ARE: 1) COMPETENCY BASED EDUCATION: IS IT APPLICABLE TO ADULT EDUCATION PROGRAMS? BY JAMES E. HERTLING; 2) WHAT ADULT PERFORMANCE LEVEL IS--AND IS NOT, BY WILLIAM G. SPADY; 3) COMPETENCY BASED EDUCATION: A BANDWAGON IN SEARCH OF A DEFINITION, BY WILLIAM G. SPADY; 4) COMPETENCY-BASED ADULT EDUCATION: TOWARD A FUNCTIONAL DEFINITION, BY PAUL G. TAYLOR; 5) PROCESS APPROACHES TO CBAE STAFF AND PROGRAM DEVELOPMENT: THE CALIFORNIA EXPERIENCE, BY JOHN W. TIBBETTS AND DOROTHY WESBY-GIBSON; 6) DESIGNING COMPETENCY BASED LEARNING CENTERS, BY LAUREL ADLER; 7) DON'T BOTHER US. WE CAN COPE: CBE FOR ENGLISH AS A SECOND LANGUAGE; 8) A SURVEY OF PARTICIPANTS OF THE NEW JERSEY LIFE SKILLS EDUCATION PROGRAMS, BY WARREN CEURVELS; 9) COMPETENCY-BASED ADULT EDUCATION IN PRE-GED PROGRAMS: A CASE STUDY OF THE LOUISIANA EXPERIENCE, BY ROBERT W. BOYET AND SAM V. DANZAT; 10) THE CURRENT STATUS OF RESEARCH, BY JOHN KELLER FISCHER; AND 11) COMPETENCY BASED ADULT EDUCATION: A METAMORPHOSIS IN LITERACY EDUCATION, BY CAROL E. KASWORM.

NU A 261
AU BURKE, J. BRUCE, ET AL.
TI CRITERIA FOR DESCRIBING & ASSESSING COMPETENCY BASED PROGRAMS.
PB NATIONAL CONSORTIUM OF COMPETENCY BASED EDUCATION CENTERS.
NT 61P.
DE *COMPETENCY BASED EDUCATION, *MODELS, *MEASUREMENT TECHNIQUES, *EVALUATION CRITERIA, *PROGRAM EVALUATION, EVALUATION METHODS
AB INCLUDED HERE IS A DEFINITIONAL MODEL OF COMPETENCY-BASED EDUCATION DEVELOPED IN 1973-74. THE INSTRUMENT CAN BE USED IN OPERATIONAL COMPETENCY-BASED TEACHER EDUCATION (CBTE) PROGRAMS TO DETERMINE HOW COMPETENCY BASED THEY REALLY ARE, BY PEOPLE STARTING A PROGRAM WHO NEED SUGGESTIONS OF WHAT TASKS NEED TO BE COMPLETED BEFOREHAND, OR BY ADMINISTRATORS OF STATEWIDE SYSTEMS ISOLATING COMMON ELEMENTS WITHIN THEIR PROGRAMS. THE MONOGRAPH IS DIVIDED INTO THREE PARTS: 1) AN ITEM-BY-ITEM DISCUSSION OF THE CRITERIA CONTAINED IN THE INSTRUMENT; 2) A SHORT AND AN AMPLIFIED VERSION OF THE INSTRUMENT; AND 3) DESCRIPTIONS OF HOW INSTITUTIONS HAVE USED IT.

NU A 262
CA OFFICE OF EDUCATION (DHEW), (WASHINGTON, D.C.).
TI REPORT OF THE USOE INVITATIONAL WORKSHOP ON ADULT COMPETENCY EDUCATION.
PB OFFICE OF EDUCATION,
WASHINGTON, D.C.
YR SEP78.
NT ED 162 147; 63P.; TABLES IN THIS DOCUMENT MAY NOT REPRODUCE WELL DUE TO SMALL PRINT.
DE *COMPETENCY BASED EDUCATION, *ADULT EDUCATORS, *BASIC SKILLS, *DAILY LIVING SKILLS, FEDERAL LEGISLATION
AB THIS REPORT REVIEWS MAJOR COMPONENTS OF A WORKSHOP TO DEVELOP CONSENSUS ON A VARIETY OF INNOVATIVE APPROACHES TO COMPETENCY-BASED ADULT EDUCATION (CBAE). THE 200 WORKSHOP PARTICIPANTS INCLUDED STATE DIRECTORS OF ADULT EDUCATION, OTHER STATE STAFF, UNIVERSITY PERSONNEL, LOCAL PROJECT DIRECTORS, AND FEDERAL EDUCATION STAFF. THE FIRST SECTION OF THE REPORT PRESENTS WORKSHOP PARTICIPANTS' RESPONSES TO THE CHARGES. FOR EXAMPLE, IN A CALL FOR A DEFINITION, CBAE IS DESCRIBED AS A PERFORMANCE-BASED PROCESS LEADING TO DEMONSTRATED MASTERY OF BASIC/LIFE SKILLS NECESSARY FOR THE INDIVIDUAL TO FUNCTION PROFICIENTLY IN SOCIETY. IN SECTION TWO THE IMPORTANCE OF THE ADULT PERFORMANCE LEVEL STUDY, WHICH MEASURED THE DEGREE OF ADULTS' COMPETENCY, IS EMPHASIZED. ALSO CONTAINED ARE REPORTS ON THE PROVISION AND/OR EFFECT OF CBAE INSTRUCTION. SECTION 3 ANALYZES RESULTS OF A DELPHI SURVEY OF STATE ADULT EDUCATION DIRECTORS AND THE U.S. OFFICE OF EDUCATION DIVISION OF ADULT EDUCATION PERSONS.

NU A 263
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI COMPETENCY BASED EDUCATION SOURCEBOOK.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY,
PORTLAND, OR.
YR 77.
NT ED 147 952; 483P.; SECTIONS C AND D OF MICROFICHE MAY BE MARGINALLY LEGIBLE DUE TO COLOR OF PAPER OF ORIGINAL DOCUMENT.
FM LOOSELEAF.
DE *CATALOGS, *COMPETENCY BASED EDUCATION, *PROGRAM DEVELOPMENT, *RESOURCE MATERIALS, ANNOTATED BIBLIOGRAPHIES
AB THIS PUBLICATION DESCRIBES SPECIFIC SOURCES OF POTENTIALLY USEFUL INFORMATION FOR THOSE RESPONSIBLE FOR DESIGNING, INSTALLING, AND OPERATING COMPETENCY-BASED EDUCATION (CBE) PROGRAMS. FOUR MAJOR TYPES OF RESOURCES ARE DESCRIBED: 1) AVAILABLE MATERIALS RELEVANT TO CBE PROGRAMS; 2) PRODUCTS THAT PROVIDE GUIDELINES FOR SELECTING FROM AVAILABLE MATERIALS; 3) PRODUCTS THAT PROVIDE GUIDELINES FOR DEVELOPING MATERIALS; AND 4) REFERENCE MATERIALS ON THE PROCESSES, PROBLEMS, AND POTENTIAL OF CBE. THESE RESOURCES ARE COMPILED INTO FOUR CONTENT CATEGORIES CORRESPONDING TO THE MAJOR COMPONENTS OF CBE: 1) OUTCOMES; 2) MEASURES; 3) INSTRUCTION; AND 4) INSTRUCTIONAL MANAGEMENT AND RECORDKEEPING. PRODUCT DESCRIPTIONS ARE INDEXED BY COMPONENT (RELATED TO PRODUCT TYPE AND TOPIC), BY TITLE, AND BY ORIGINATOR. EACH PRODUCT ENTRY INCLUDES THE TITLE OF THE PRODUCT, A BRIEF PRODUCT DESCRIPTION, BIBLIOGRAPHIC DATA, ORIGINATOR OF THE PRODUCT, INTENDED USERS, PURPOSE OF THE PRODUCT, PRODUCT CONTENT OR FOCUS, UTILITY OF THE PRODUCT FOR CBE IMPLEMENTATION, DEVELOPMENT HISTORY OF THE PRODUCT, PRODUCT FORMAT AND PROVISIONS FOR USE, NECESSARY CONDITIONS FOR PRODUCT USE, RELATED MATERIALS AND PRODUCTS, AND ORDERING INFORMATION.

NU A 264
AU PARKER, JAMES T.; TAYLOR, PAUL G.
TI DELPHI SURVEY, THE: CBAE THROUGH THE EYES OF LEADING EDUCATORS.
SE CBE FORUM. PERSPECTIVES ON COMPETENCY-BASED EDUCATION.
PB FEARON PITMAN PUBLISHERS,
BELMONT, CA.
YR 80.
NT 129.; BIBLIOGRAPHY P.125-129.
DE *COMPETENCY BASED EDUCATION, *SURVEYS, ADULT EDUCATORS
AB COMPETENCY-BASED ADULT EDUCATION (CBAE) IS DEFINED AS "A PERFORMANCE-BASED PROCESS LEADING TO DEMONSTRATED MASTERY OF BASIC AND LIFE SKILLS NECESSARY FOR THE INDIVIDUAL TO FUNCTION PROFICIENTLY IN SOCIETY." THIS SUMMARY OF THE DELPHI SURVEY IDENTIFIED 11 CBAE ISSUES AND SOLICITED RESPONSES FROM STATE ADULT EDUCATION ADMINISTRATORS. THE 11 AREAS COMMENTED ON BY THESE EDUCATORS ARE: 1) DETERMINING COMPETENCY NEEDS OF ADULTS; 2) DEVELOPING EFFECTIVE CBAE PROGRAMS; 3) PROVIDING SERVICES TO ALL ADULTS; 4) REPORTING SUCCESS; 5) REACHING THE LEAST EDUCATED ADULTS; 6) USING COMPETENCIES INSTEAD OF GRADE LEVELS; 7) LEGISLATION; 8) STATE PLANNING; 9 & 10) STATE AND FEDERAL FUNDING; AND 11) RESEARCH NEEDS. WITHIN EACH CHAPTER ARE LISTED ITEMS OF CONSENSUS OR MUTUAL CONCERN. THE ENDING CHAPTER GIVES COUNTERPOINTS BY THREE DISTINGUISHED EDUCATORS. APPENDICES INCLUDE THE CBAE QUESTIONNAIRE, A TABULATION OF RESPONSES, AND A GLOSSARY.

NU A 265
AU MCCLURE, LARRY, ET AL.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI EXPERIENCE-BASED LEARNING: HOW TO MAKE THE COMMUNITY YOUR CLASSROOM.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY,
PORTLAND, OR.
YR 77.
NT ED 153 916; 250P.
DE *COMMUNITY RESOURCES, *EXPERIENTIAL LEARNING, *SCHOOL COMMUNITY RELATIONSHIP, *FIELD EXPERIENCE PROGRAMS
AB STRATEGIES ARE PRESENTED FOR COMBINING ACADEMIC STUDY WITH OUT-OF-SCHOOL LEARNING OPPORTUNITIES FOR JUNIOR HIGH AND SECONDARY STUDENTS. EXPERIENCE-BASED LEARNING SHOULD COMBINE FOUR ELEMENTS: COMMUNITY INVOLVEMENT; INDIVIDUALIZED INSTRUCTION; GUIDANCE; AND NEW LEARNING LEADERSHIP ROLES FOR TEACHERS. SIX CHAPTERS EXPLAIN HOW TO ACCOMPLISH THIS. CHAPTER 1 DEFINES EXPERIENCE-BASED LEARNING, ITS ORIGINS, AND ITS POTENTIAL USES. IT USUALLY INVOLVES INDIVIDUAL STUDENT PARTICIPATION IN UNPAID, ON-THE-JOB TRAINING AT SELECTED LOCATIONS IN THE COMMUNITY. IT CAN BE INCORPORATED INTO TRADITIONAL COURSES, ELECTIVE COURSES, OCCUPATIONAL EXPLORATION CLASSES, OR EXTRACURRICULAR ACTIVITIES. CHAPTER 2 SUGGESTS FOUR TECHNIQUES TO HELP STUDENTS USE COMMUNITY RESOURCES: KEEP A JOURNAL, EXPLORE COMMUNITY SITES, WORK ON INDIVIDUAL PROJECTS, AND ACQUIRE SURVIVAL SKILLS FOR LIVING IN A CHANGING WORLD. CHAPTER 3 IDENTIFIES COMMUNITY RESOURCES WHICH CAN HELP DEVELOP SKILLS IN AREAS SUCH AS CRITICAL THINKING, FUNCTIONAL CITIZENSHIP, AND SCIENTIFIC INVESTIGATION. CHAPTER 4 DESCRIBES HOW TO PLAN COMMUNITY PROJECT ACTIVITIES. CHAPTER 5 EXPLAINS HOW TO LOCATE COMMUNITY SITES APPROPRIATE TO STUDENTS' INTERESTS AND TO ORIENT RESOURCE PEOPLE FOR THEIR ROLES. PROGRAM COSTS, STUDENT TRANSPORATION, SCHEDULING, AND OTHER ADMINISTRATIVE PROBLEMS ARE DISCUSSED IN CHAPTER 6. APPENDICES PRESENT DESCRIPTIONS OF 25 EXEMPLARY STUDENT PROJECTS, 76 RESOURCE PUBLICATIONS, AND A SUMMARY OF RELATED RESOURCES FROM THE PUBLISHER.

NU A 266
AU SHOUP, BARBARA J.
TI LIVING AND LEARNING FOR CREDIT.
PB PHI DELTA KAPPA,
BLOOMINGTON, IN.
YR 78.
NT ED 174 595; 123P.
DE *EXPERIENTIAL LEARNING, *FIELD EXPERIENCE PROGRAMS, *NONTRADITIONAL EDUCATION, *SCHOOL COMMUNITY RELATIONSHIP
AB THE POSSIBILITIES FOR COMMUNITY-BASED LEARNING AT THE SECONDARY LEVEL ARE DISCUSSED. EXPERIENTIAL LEARNING OPPORTUNITIES ARE PERCEIVED AS LEGITIMATE EXPERIENCES OCCURRING IN NONSCHOOL SETTINGS THAT MAY SERVE AS ALTERNATIVES TO FORMAL CURRICULUM OR AS MEANS FOR AUGMENTING CLASSROOM LEARNING. PRACTICAL SUGGESTIONS ARE MADE FOR THE TEACHER WHO WISHES TO DEVELOP A LEARNING PROGRAM OF THIS TYPE. COMMUNITY OPPORTUNITIES ARE EXPLORED WITH A DISCUSSION OF METHODS FOR OBTAINING SATISFACTORY RESULTS AND ALSO PROBLEMS THAT MAY BE FACED. FORMS ARE APPENDED AS EXAMPLES OF TYPES OF RECORDS FOR INDIVIDUAL STUDENTS THAT MAY BE USED FOR EVALUATION PURPOSES.

NU A 267
AU JOHNSON, LYNN G., ED.
CA OHIO BOARD OF REGENTS (COLUMBUS).
TI ASSESSING THE NEEDS OF ADULT LEARNERS: METHODS AND MODELS. MARKETING STUDIES SERIES, VOL. I.
PB OHIO BOARD OF REGENTS,
COLUMBUS, OH.
YR 80.
NT ED 199 387; 78P.; NOT AVAILABLE IN PAPER COPY DUE TO COLORED PRINT.
DE *ADULT EDUCATION, *ADULT STUDENTS, *LIFELONG LEARNING, *MODELS, *NEEDS ASSESSMENT, *RESEARCH METHODOLOGY, ANNOTATED BIBLIOGRAPHIES
AB THIS VOLUME DEALS SPECIFICALLY WITH NEEDS ASSESSMENT AS A SYSTEMATIC EFFORT TO UNDERSTAND THE EDUCATIONAL NEEDS AND INTERESTS OF ADULTS. IT IS INTRODUCED BY LYNN G. JOHNSON, WHO PROVIDES AN OVERVIEW OF RESOURCES AND ISSUES IN NEEDS ASSESSMENT AND SUMMARIZES BRIEFLY THE PAPERS WHICH FOLLOW. IN PART 1, K. PATRICIA CROSS DESCRIBES THE KINDS OF STUDIES WHICH HAVE BEEN CONDUCTED BY EDUCATIONAL PROVIDERS, POLICY-MAKING BODIES, AND RESEARCHERS; AND SUMMARIZES GENERALIZATIONS ABOUT ADULT LEARNERS THAT ARE WELL ESTABLISHED, THE COMMON FAILINGS AND LIMITATIONS OF ASSESSMENT STUDIES, AND SUGGESTIONS FOR FUTURE RESEARCH. PART 2 DESCRIBES FOUR NEEDS ASSESSMENT MODELS. IN PART 3, FLOYD PENNINGTON GIVES PRACTICAL HOW-TO ADVICE ON CONDUCTING NEEDS ASSESSMENTS, WHILE DAVID R. GREER PROVIDES AN ANNOTATED BIBLIOGRAPHY ON NEEDS ASSESSMENT IN PART 4. THIS VOLUME IS THE FIRST IN A SERIES OF STUDIES DESIGNED TO IDENTIFY NEW NEEDS AND DIRECTIONS IN LIFELONG LEARNING.

NU A 268
AU LASKER, HARRY, ET AL.
CA NATIONAL INSTITUTE FOR COMMUNITY DEVELOPMENT (WASHINGTON, D.C.).
TI ADULT DEVELOPMENT AND APPROACHES TO LEARNING.
PB U.S. GOVERNMENT PRINTING OFFICE,
WASHINGTON, D.C.
YR 80.
NT ED 195 854; 79P.
DE *ADULT DEVELOPMENT, *ADULT STUDENTS, *LEARNING PROCESSES, ADULT EDUCATORS, LITERATURE REVIEWS
AB THE TWO PAPERS IN THIS REPORT EXPLORE THE DIMENSIONS OF THE IDEA OF ADULTHOOD AS A PERIOD OF CONTINUING CHANGE AND LEARNING, AND THEIR IMPLICATIONS FOR ADULT EDUCATION. IN THE FIRST PAPER, HARRY LASKER AND JAMES MOORE REVIEW THE MAJOR WORKS ON ADULT PSYCHOLOGICAL, INTELLECTUAL, AND MORAL DEVELOPMENT. IN THE SECOND PAPER, EDWIN SIMPSON LOOKS AT THREE COMPONENTS OF ADULT LEARNING. HE VIEWS THE LEARNING EXPERIENCE AS A COMBINATION OF THESE THREE COMPONENTS AND SUGGESTS THAT THE CHOICE OF COMBINATIONS MAY VARY ACCORDING TO THE PURPOSE AND CIRCUMSTANCES OF THE LEARNING EXPERIENCE. THE UNIFYING THEME OF THESE TWO PAPERS IS THE IMPORTANCE OF RECOGNIZING THE DIVERSITY OF ADULT LEARNERS AND LEARNING, AND PUTTING THESE DIFFERENCES INTO INTEGRATED FRAMEWORKS IN ORDER TO HAVE A FOUNDATION FOR MAKING SPECIFIC CHANGES AND ADAPTATIONS TO HELP THE LEARNER BE MORE EFFECTIVE.

NU A 269
AU SMITH, ROBERT M.
CA NORTHERN ILLINOIS UNIVERSITY (DE KALB). DEPARTMENT OF SECONDARY AND ADULT EDUCATION AND ERIC CLEARINGHOUSE IN CAREER EDUCATION.
TI LEARNING HOW TO LEARN IN ADULT EDUCATION. INFORMATION SERIES, NO. 10.
PB NORTHERN ILLINOIS UNIVERSITY,
DE KALB, IL.
YR 76.
NT ED 132 245; 96P.
DE *ADULT LEARNING, *LEARNING PROCESSES, *TRAINING METHODS, *NEEDS ASSESSMENT
AB THIS DOCUMENT IS A TENTATIVE EFFORT TO LAY OUT SOME OF THE COMPONENTS AND IMPLICATIONS OF THE "LEARNING HOW TO LEARN" CONCEPT. IT IS INTENDED TO BE USED IN THEORY BUILDING AND PRACTICAL APPLICATIONS IN THE REALM OF ADULT EDUCATION. FOUR CHAPTERS ARE INCLUDED: THE CONCEPT (WITH THE SUBHEADINGS CONCERNING TERMINOLOGY, THE LEARNER'S NEEDS, SOME SPECIAL CONTEXTS); GROUP LEARNING (WITH THE SUBHEADINGS ADVANTAGES OF GROUP LEARNING, HOW TO USE A TEACHER, THE LABORATORY METHOD, BRADFORD'S THEORY AND MODEL, THE INDIANA PLAN AND PARTICIPATION TRAINING, COMMUNITY DEVELOPMENT); SELF-DIRECTED LEARNING AND LEARNING STYLE (WITH SUBHEADINGS OF SOME COMPETENCIES, LEARNING FROM EXPERIENCE LEARNING STYLE, COGNITIVE STYLE); AND TRAINING AND RESEARCH (WITH SUBHEADINGS OF THREE PROGRAMMING AND LEARNING MODES, SOURCES OF TRAINING, TRAINING GUIDELINES AND OBSERVATIONS, DIFFERENTIATING TRAINING NEEDS, SOME RESEARCH IMPLICATIONS). A 48-ITEM ANNOTATED BIBLIOGRAPHY IS APPENDED.

NU A 270
AU KNOWLES, MALCOLM.
TI SELF-DIRECTED LEARNING: A GUIDE FOR LEARNERS AND TEACHERS.
PB ASSOCIATION PRESS,
NEW YORK, NY.
YR 75.
NT 135P.
DE *INDEPENDENT STUDY, *TEACHING GUIDES
AB THIS BOOK WILL BE OF USE TO TEACHERS TO HELP MOTIVATE AND GUIDE THE SELF-DIRECTED LEARNER. THE FIRST SECTION IS FOR THE LEARNER TO READ; IT PRESENTS A LEARNING PLAN AND FOUR INQUIRY PROJECTS. PART II IS WRITTEN FOR THE TEACHER AND PROVIDES SUGGESTIONS ON SETTING THE CLIMATE, DEFINING A NEW ROLE, AND BECOMING A LEARNING FACILITATOR. PART III GIVES EXERCISES AND EXAMPLES OF SETTING A CLIMATE, BUILDING RELATIONSHIPS, DIAGNOSING LEARNING NEEDS, FORMING OBJECTIVES, LEARNING STRATEGIES, RESOURCES, AND EVALUATION.

NU A 271
AU CROSS, K. PATRICIA.
TI ACCENT ON LEARNING. IMPROVING INSTRUCTION AND RESHAPING THE CURRICULUM.
PB JOSSEY-BASS, INC.,
SAN FRANCISCO, CA.
YR 76.
NT 291P.
DE *DISADVANTAGED, *EDUCATIONAL OBJECTIVES, *HIGHER EDUCATION, *OPEN ENROLLMENT, CURRICULUM DEVELOPMENT
AB THE CHALLENGE OF STRUCTURING COLLEGE CURRICULUM TO MEET ALL OF THE EDUCATIONAL NEEDS OF NEW STUDENTS TO HIGHER EDUCATION (THOSE WHO WOULD NOT BE IN COLLEGE EXCEPT FOR OPEN ADMISSIONS POLICIES) IS CONSIDERED IN THIS BOOK. RESEARCH STUDIES ON TEACHING, LEARNING, AND STUDENT DEVELOPMENT FORM THE BASIS FOR IMPROVEMENTS IN COLLEGE PROGRAMS OUTLINED. DIFFERENT TECHNIQUES OF INDIVIDUALIZED INSTRUCTION ARE DESCRIBED. PROGRAMS TEACHING INTERPERSONAL SKILLS ARE EMPHASIZED. A MODEL COLLEGE PROGRAM IS OUTLINED THAT ALLOWS STUDENTS TO ACHIEVE EXCELLENCE IN FIELDS SUITABLE TO THEIR INDIVIDUAL TALENTS AND THAT ACCOMMODATES STUDENT DIFFERENCES THROUGH FLEXIBILITIES IN TIME, METHOD, AND CURRICULUM.

NU A 272
AU KOZOLL, CHARLES E.; ULMER, CURTIS, ED.
TI IN-SERVICE TRAINING: PHILOSOPHY, PROCESSES AND OPERATIONAL TECHNIQUES.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 48P.; BIBLIOGRAPHY P.47-48.
DE *INSERVICE EDUCATION, ON THE JOB TRAINING, *STAFF DEVELOPMENT, *PROFESSIONAL DEVELOPMENT
AB GOOD PLANNING IS ESSENTIAL TO THE SUCCESS OF INSERVICE TRAINING PROGRAMS. THIS BOOKLET DESCRIBES TRAINING PLANS THAT CONSIDER PROGRAM ECONOMY, EASE WITH WHICH THE PROGRAM CAN BE PRESENTED AND UNDERSTOOD, AND THE RELEVANCE OF THE MATERIAL, WHILE REALIZING COMMON CONSTRAINTS THAT MAY BE PRESENT. TRAINING STAFF TO DELIVER INSERVICE PROGRAMS, USING COMMITTEES FOR PLANNING, ALTERNATE PLANS FOR STAFF DEVELOPMENT, AND OPERATIONAL TECHNIQUES ARE SOME OF THE TOPICS DISCUSSED.

NU A 273
AU BURRICHTER, ARTHUR W.; GARDNER, DANIEL L.
CA FLORIDA ATLANTIC UNIVERSITY (BOCA RATON).
TI STAFF DEVELOPMENT MODEL FOR ADULT EDUCATORS, A: PROCESS, CONTENT, AND ASSESSMENT.
PB FLORIDA ATLANTIC UNIVERSITY,
BOCA RATON, FL.
YR 78.
NT ED 203 012; 42P.
DE *ADULT EDUCATORS, *COMPETENCY BASED TEACHER EDUCATION, *INSERVICE TEACHER EDUCATION, *STAFF DEVELOPMENT, *GUIDES, *PROGRAM DEVELOPMENT
AB THIS PUBLICATION IS A GUIDE FOR DESIGNING PROGRAMS TO DEVELOP ADULT EDUCATOR COMPETENCIES AS DETERMINED BY OTHER ADULT EDUCATORS IN FLORIDA. THE FIRST SECTION OF THE THREE-PART PUBLICATION EXPLAINS THE PROCESS OF DEVELOPING THE LIST OF ESSENTIAL COMPETENCIES NEEDED BY ADULT EDUCATORS, WHICH MAKES UP THE SECOND SECTION OF THE DOCUMENT. THE LISTING OF ADULT EDUCATOR COMPETENCIES INCLUDES STATEMENTS THAT DESCRIBE THE ESSENTIAL KNOWLEDGE AND SKILL DESIRED FOR EFFECTIVE TEACHING OF ADULTS. STATEMENTS ARE CLASSIFIED INTO FIVE BROAD AREAS (INSTRUCTIONAL SKILLS, INTERPERSONAL RELATIONSHIPS, CURRICULUM DESIGN, PERSPECTIVES OF LEARNING, COMMUNITY DEVELOPMENT); EACH AREA INCLUDES TWO KEY STATEMENTS. THESE KEY STATEMENTS ARE GENERAL CONTENT GUIDES FOR DESIGNING PROGRAMS. THE THIRD SECTION, ASSESSMENT, COVERS ASSESSMENT IN THREE FORMATS: A SELF-ASSESSMENT INSTRUMENT FOR ADULT EDUCATORS TO REFLECT UPON THEIR OWN PERFORMANCE, AND NEEDS ASSESSMENT INSTRUMENTS FOR BOTH LARGE AND SMALL GROUPS. THE GUIDE IS INTENDED FOR USE IN DEVELOPING STAFF TRAINING PROGRAMS FOR ADULT EDUCATORS.

NU A 274
AU JOHNSON, EUGENE I.; ULMER, CURTIS, ED.
TI DEVELOPING PROGRAMS FOR ADULTS IN PUBLIC SERVICE AND OTHER FIELDS.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 72.
NT 40P.
DE *ADULT PROGRAMS, *PROGRAM ADMINISTRATION, *PROGRAM DEVELOPMENT, EDUCATIONAL PLANNING
AB THIS PAPER EXAMINES THE MAIN PRINCIPLES OF DEVELOPMENT AND PLANNING FOR ADULT PROGRAMS AND WILL HAVE APPLICATIONS FOR A WIDE VARIETY OF AGENCIES AND ADULT EDUCATORS. CHAPTERS ARE: OFFERING EDUCATIONAL PROGRAMS FOR ADULTS; PUBLIC SERVICE PROGRAMMING; PLANNING PROCESS; IDENTIFYING CLIENTS' NEEDS AND INTERESTS; FORMULATING OBJECTIVES; PROGRAM DESIGN; PROGRAM ADMINISTRATION; AND EVALUATING SUCCESS.

NU A 275
AU LUKE, ROBERT A.; ULMER, CURTIS, ED.
TI HOW TO TRAIN TEACHERS TO TRAIN ADULTS.
SE PRENTICE-HALL ADULT EDUCATION SERIES.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 71.
NT ED 058 514; 48P.
DE *ADULT EDUCATORS, *INSERVICE TEACHER EDUCATION, *SKILL DEVELOPMENT, *TEACHER EDUCATION, CURRICULUM DESIGN, EDUCATIONAL PLANNING
AB THE FOCUS OF THIS GUIDE IS ON TRAINING THOSE WHO ARE ALREADY TEACHERS TO WORK IN THE ADULT EDUCATION FIELD. DISCUSSIONS ARE PRESENTED OF THE FOLLOWING POINTS: TEACHERS ARE MADE--NOT BORN; WHAT IS SO DIFFERENT ABOUT TEACHING ADULTS; SETTING THE GOALS FOR TEACHER TRAINING; GETTING UNDERWAY WITH PLANNING; WHAT IS A TRAINING DESIGN?; WHERE TO GO FROM HERE (THE LEARNING EXERCISE, DEMONSTRATION TEACHING, AND PRACTICE TEACHING); THE GENERAL SESSION; LEARNING GROUPS; THE STEERING COMMITTEE; EVALUATION THAT MAKES SENSE; AND RECRUITING AND TRAINING INSTITUTE PERSONNEL. IT IS CONCLUDED THAT THE DEMONSTRATED POTENTIALITY OF GOOD TRAINING IN ADULT TEACHING METHODS IS SO GREAT THAT THERE IS NO REASON WHY A CAREFULLY CHOSEN TEACHER SHOULD NOT, IF GIVEN THE OPPORTUNITY TO LEARN AND PRACTICE, MEASURE UP TO THE HIGHEST ACHIEVEMENT LEVELS.

NU A 276
AU BURRICHTER, ARTHUR W.; GARDNER, DANIEL L.
TI ADULT EDUCATOR SELF ASSESSMENT INVENTORY.
PB ADULT EDUCATION AND COMMUNITY SERVICE SECTION,
FLORIDA DEPARTMENT OF EDUCATION,
TALLAHASSEE, FL.
YR 76.
NT 92.
DE *ADULT EDUCATORS, *PROFESSIONAL DEVELOPMENT, *QUESTIONNAIRES
AB THIS IS A SELF-ASSESSMENT INSTRUMENT FOR PERSONAL GROWTH AND NOT RECOMMENDED FOR TEACHER EVALUATIONS OR AS AN EMPLOYMENT GUIDE. TEN KEY STATEMENTS SELECTED AS ESSENTIAL COMPETENCIES FOR ADULT EDUCATORS ARE EXPLORED WITHIN 69 INVENTORY QUESTIONS. RESPONSES ARE ON A RELATIVE SCALE OF 1 TO 4. INSTRUCTIONS, ANSWERS, ANALYSIS, AND A PROFILE SHEET ARE INCLUDED.

NU A 277
AU COMBS, ARTHUR W., ET AL.
TI PROFESSIONAL EDUCATION OF TEACHERS, THE: A HUMANISTIC APPROACH TO TEACHER PREPARATION. 2ND ED.
PB ALLYN & BACON,
BOSTON, MA.
YR 74.
NT 187P.
DE *HUMANISTIC EDUCATION, *TEACHER EDUCATION, *TEACHER EDUCATION PROGRAMS
AB THE UNDERLYING PREMISE IN THIS HUMANISTIC APPROACH TO TEACHER PREPARATION IS THAT BEHAVIOR IS THE RESULT OF HOW A PERSON SEES HIM/HERSELF, HOW HE/SHE SEES THE SITUATION AT HAND, AND THE INTERRELATIONS OF THESE TWO. CHAPTERS DEAL WITH "GOOD TEACHER" QUALITIES AND ATTITUDES, TEACHER EFFECTIVENESS, PURPOSE, AND TEACHER EDUCATION PROGRAM ORGANIZATION AND ACCOUNTABILITY.

NU A 278
AU BROWN, M. ALAN, ED.; COPELAND, HARLAN G., ED.
TI ATTRACTING ABLE INSTRUCTORS OF ADULTS.
SE NEW DIRECTIONS FOR CONTINUING EDUCATION, NO. 4.
PB JOSSEY-BASS PUBLISHERS,
SAN FRANCISCO, CA.
YR 79.
NT 98P.
DE *PERSONNEL MANAGEMENT, *STAFF DEVELOPMENT, *ADULT EDUCATORS
AB WRITTEN FOR ADMINISTRATORS OF ADULT EDUCATION, CONTINUING EDUCATION, AND COMMUNITY EDUCATION PROGRAMS, THIS GROUP OF NINE ESSAYS DISCUSSES ASPECTS OF STAFFING. SEVEN STAFFING FUNCTIONS ARE DEALT WITH. THESE ARE: 1) RECRUITMENT; 2) SELECTION; 3) PROVISION OF ADMINISTRATIVE SUPPORT SERVICES AND MATERIALS; 4) GIVING RECOGNITION; 5) ENCOURAGING PROFESSIONAL DEVELOPMENT; 6) SUPERVISION; AND 7) EVALUATION OF TEACHER PERFORMANCE.

NU A 279
AU MILLS, H.R.
TI TEACHING AND TRAINING: A HANDBOOK FOR INSTRUCTORS. 3RD ED.
PB HALSTED PRESS,
NEW YORK, NY.
YR 77.
NT 274P.; BIBLIOGRAPHY P.264-270.
DE *TEACHER EDUCATION, *TRAINING, TEACHING SKILLS, *TEACHING GUIDES, TRAINING METHODS, *GUIDES
AB FOR USE BY TRAINING OFFICERS, WORK SUPERVISORS, AND MANAGERS. THIS BOOK EXPLAINS TEACHING IN A GENERAL SENSE FROM THE TEACHING AND LEARNING PERSPECTIVES. LEARNING PROCESSES, ASSIMILATION OF INFORMATION, AND ASSESSMENT OF THE TEACHING-LEARNING PROCESS ARE DISCUSSED. CHAPTERS ALSO DESCRIBE TRAINING METHODS THAT UTILIZE INSTRUCTIONAL TECHNOLOGY--FILM, VIDEO TAPE, AND COMPUTER APPLICATIONS. FOLLOWING A SECTION ON TRAINING AIDS IS A SUMMARY OF THE SALIENT POINTS OF INSTRUCTING. THE APPENDICES OF SAMPLE TEST QUESTIONS WILL HELP ASSESS HOW WELL TRAINERS UNDERSTOOD THE MATERIAL PRESENTED.

NU A 280
AU LYNCH, JAMES.
TI LIFELONG EDUCATION AND THE PREPARATION OF EDUCATIONAL PERSONNEL.
PB UNESCO INSTITUTE FOR EDUCATION,
HAMBURG, GERMANY.
YR 77.
NT 123P.; MONOGRAPH NUMBER 5.
DE *LIFELONG LEARNING, *TEACHER EDUCATION, *EXPERIENTIAL LEARNING
AB THIS DOCUMENT, ONE OF A SERIES OF MONOGRAPHS EXAMINING LIFELONG EDUCATION, DISCUSSES THE CONCEPT AS IT RELATES TO THE PREPARATION OF EDUCATIONAL PERSONNEL. THE MONOGRAPH IS DIVIDED INTO SIX CHAPTERS, PLUS A SELECT BIBLIOGRAPHY (REPORTS, BOOKS AND DOCUMENTS, ARTICLES, AND UNPUBLISHED MANUSCRIPTS) AND APPENDICES OF NATIONAL AND INTERNATIONAL ORGANIZATIONS OF TEACHERS. CHAPTER ONE EXAMINES THE CONCEPT AND IMPLICATIONS OF LIFELONG EDUCATION STRESSING THE INTERCHANGEABILITY OF TEACHING AND LEARNING ROLES. CHAPTER TWO INVESTIGATES PERSONAL AND PROFESSIONAL QUALITIES LIKELY TO BE REQUIRED OF A PROFESSIONAL EDUCATOR INVOLVED IN LIFELONG EDUCATION. CHAPTER THREE DISCUSSES OVERALL POLICY AND PROFESSIONAL GOALS FOR SYSTEMS OF EDUCATOR PREPARATION AND THE ALLOCATION OF PRIORITIES TO THE STAGES OF PREPARATION. CHAPTER FOUR PRESENTS MEANS FOR ACHIEVING THE PREPARATION OF EDUCATIONAL PERSONNEL FOR ROLES IN LIFELONG EDUCATION. CHAPTER FIVE EXAMINES IMPLICATIONS OF LIFELONG EDUCATION ON THE FUNCTIONING AND ORGANIZATION OF EDUCATOR-PREPARING INSTITUTIONS AND SEEKS TO IDENTIFY NETWORKS OF COMMUNICATION FOR COORDINATED EDUCATOR PREPARATION OVER THE CAREER SPAN OF THE INDIVIDUAL. CHAPTER SIX SUMMARIZES ISSUES OF LIFELONG EDUCATION IN BOTH THEORETICAL AND OPERATIONAL AREAS.

NU A 281
CA NEW YORK STATE EDUCATION DEPARTMENT. ADULT LEARNING SERVICES.
TI ADULTS LEARNING HERE: HOW THE NEW YORK STATE EDUCATION DEPARTMENT SERVES ADULTS.
PB UNIVERSITY OF THE STATE OF NEW YORK,
STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR JAN79.
NT 32P.; MANY PHOTOS.
DE *ADULT EDUCATION, *ADULT PROGRAMS, *PROGRAM DESCRIPTIONS, CONTINUING EDUCATION, LIFELONG LEARNING
AB OUTLINES THE LEARNING SERVICES, PROGRAMS, AND OPPORTUNITIES FOR ADULTS SUPPORTED BY THE NEW YORK STATE EDUCATION DEPARTMENT. THESE ARE: HIGH SCHOOL EQUIVALENCY PROGRAM; OCCUPATIONAL EDUCATION; VOCATIONAL REHABILITATION; SPECIAL GROUP SERVICES (VETERANS, STATE EMPLOYEES, INMATES); LIBRARY RESOURCES; CULTURAL EDUCATION; TELEVISION PROGRAMS; OUTREACH GRANTS; REGENTS CREDIT BANK; COLLEGE PROFICIENCY EXAM; AND REGENTS EXTERNAL DEGREE PROGRAM.

NU A 282
AU TEER, FREDRICA; HUNTER, CARMAN.
TI CHALLENGE: A PROCESS TRAINING MODEL ON LEARNER-CENTERED EDUCATION.
PB WORLD EDUCATION,
NEW YORK, NY.
YR 79.
NT 56P.
DE *STUDENT CENTERED CURRICULUM, *MODELS, *TEACHER EDUCATION, *TRAINING
AB THIS TRAINING PROGRAM MODEL WAS DEVELOPED FOR USE BY TRAINERS WITH STAFF OF THE NEW YORK STATE DIVISION FOR YOUTH TO INCORPORATE A LEARNER-CENTERED APPROACH TO THEIR WORK. IT IS EXPECTED THAT THESE EXERCISES WILL BE MODIFIED FOR PARTICULAR SITUATIONS. DONE IN A WORKSHOP FORMAT, THIS TRAINING REQUIRES SEVEN DAYS TO COMPLETE AND IS BROKEN DOWN INTO THREE STAGES: 1) CREATING A CLIMATE FOR DEVELOPMENT OF AN EDUCATIONAL PERSPECTIVE FOR THE FACILITY - THREE DAYS; 2) PLANNING PROGRAMS AND HEIGHTENING SENSITIVITY TOWARD THE LEARNER - TWO DAYS; AND 3) DEVELOPING AND USING MATERIALS - SPREAD OVER ONE FULL DAY AND TWO HALF DAYS. THE TEXT INCLUDES TWENTY-NINE EXERCISES AND SAMPLES OF SEVEN HANDOUTS.

NU A 283
AU VERDUIN, JOHN R., JR., ET AL.
TI ADULTS TEACHING ADULTS: PRINCIPLES AND STRATEGIES.
PB LEARNING CONCEPTS,
AUSTIN, TX.
YR 77.
NT 204P.; SELECTED BIBLIOGRAPHIES THROUGHOUT.
DE *ADULT EDUCATION, *TEACHING METHODS, TEACHING MODELS, *TEACHING GUIDES
AB THIS TEXT IS A PRACTICAL INTRODUCTION TO ADULT EDUCATION INSTRUCTION FOR THE PRACTITIONER AND ADMINISTRATOR. IT INCLUDES CURRICULUM MODELS, GENERAL GOALS, AND THE PHILOSOPHICAL, HISTORICAL AND LEGISLATIVE INFLUENCES ON THESE INSTRUCTIONAL MODELS: ADULT INSTRUCTION OBJECTIVES; ORGANIZING INSTRUCTIONAL PLANS; AND INSTRUCTIONAL METHODS. ONE CHAPTER IS DEVOTED TO USING COMMUNITY SERVICES DIRECTORIES AS AN EDUCATION/INFORMATION TOOL IN THE CLASSROOM AND ANOTHER IS ON COMPETENCY-BASED INSTRUCTION.

NU A 284
AU SAYRE, MARY ELLEN, ED.
CA NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION (WASHINGTON, D.C.).
TI WHEN YOU'RE TEACHING ADULTS.
PB NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION,
WASHINGTON, D.C.
YR 59.
NT ED 024 910; 24P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT LEARNING, *GUIDES, *TEACHING METHODS, RESOURCE MATERIALS, *TEACHER IMPROVEMENT
AB THIS BOOKLET IS A REVISED AND ABRIDGED REPRINT OF "LET'S TEACH ADULTS," BROUGHT OUT BY THE FLORIDA STATE DEPARTMENT OF EDUCATION IN 1954. IN THIS PRINTING, REFERENCES HAVE BEEN BROADENED TO APPLY TO THE COUNTRY AS A WHOLE. THE FOUR CHAPTERS, INTENDED FOR USE BY TEACHERS AND DIRECTORS OF ADULT EDUCATION PROGRAMS, DISCUSS BEGINNING FIRST CLASSES EFFECTIVELY, CREATING VARIETY IN CLASSROOM EXPERIENCE, USING AVAILABLE AUDIOVISUAL AIDS AND HUMAN RESOURCES, AND EVALUATING ONESELF AS A TEACHER. OBJECTIVE SELF EVALUATION TESTS FOR BOTH TEACHERS AND STUDENT CONCLUDE THE MANUAL.

NU A 285
AU WARREN, VIRGINIA B., ED.
CA NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION (WASHINGTON, D.C.).
TI TREASURY OF TECHNIQUES FOR TEACHING ADULTS, A.
PB NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION, WASHINGTON, D.C.
YR 64.
NT ED 024 913; 48P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT LEARNING, *ADULT PROGRAMS, *GUIDES, *LEARNING PROCESSES, *TEACHING METHODS
AB PUBLIC SCHOOL ADULT EDUCATORS, TRAINING DIRECTORS IN BUSINESS AND INDUSTRY, AND OTHER GROUP LEADERS IN CIVIC AND PROFESSIONAL ORGANIZATIONS ASSEMBLED THIS COLLECTION OF TECHNIQUES USED BY TEACHERS AND ADULTS. AMONG TOPICS DISCUSSED ARE PLANNING AN ADULT EDUCATION COURSE, GROUPING ADULT STUDENTS, APPLYING CREATIVITY TO TEACHING, AND PREVENTING DROPOUTS. A LENGTHY ANALYSIS OF GROUP DISCUSSIONS IS INCLUDED PRESENTING VARIOUS GOALS AND TECHNIQUES. SUGGESTIONS ARE GIVEN FOR WAYS OF HELPING STUDENTS STUDY AND INVOLVING THEM IN THE GROUP.

NU A 286
CA NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (WASHINGTON, D.C.).
TI TESTED TECHNIQUES FOR TEACHERS OF ADULTS.
PB NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION, WASHINGTON, D.C.
YR 72.
NT ED 069 953; 59P.; MATERIAL APPEARED ORIGINALLY IN "TECHNIQUES FOR TEACHERS OF ADULTS" NEWSLETTER; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT STUDENTS, *DISADVANTAGED, *TEACHING GUIDES, *TEACHING METHODS, CREATIVE TEACHING
AB TEN ISSUES OF THE NEWSLETTER "TECHNIQUES FOR TEACHERS OF ADULTS" ARE REPRODUCED IN THIS HANDBOOK. THE 10 CHAPTERS ARE AS FOLLOWS: I. TEACHING ADULTS IS DIFFERENT...OR IS IT?; II. UNDERPRIVILEGED--OR UNDERESTIMATED; III. PLANNING IS SUDDENLY THE "IN" THING; IV. HELPING YOUR STUDENTS DEVELOP SELF-CONFIDENCE; V. READING IS BASIC; VI. LEARNING IS AN ACTIVE VERB; VII. ARE YOU FOSTERING "NON-THINK?"; VIII. ONCE MORE--WITH FEELING; IX. EVERYBODY HAS A MESSAGE; AND X. REPLENISH YOUR IDEA BANK. OTHER TITLES PUBLISHED BY THE NAPCAE ARE LISTED, AND INFORMATION CONCERNING NAPCAE MEMBERSHIPS IS PROVIDED.

NU A 287
CA NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION (WASHINGTON, D.C.).
TI SECOND TREASURY OF TECHNIQUES FOR TEACHING ADULTS, THE.
PB NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION, WASHINGTON, D.C.
YR 70.
NT ED 042 948; 55P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT STUDENTS, INDIVIDUALIZED INSTRUCTION, *PROGRAMED INSTRUCTION, *TEACHING METHODS, COMMUNITY RESOURCES, *DISADVANTAGED
AB STUDIES HAVE SHOWN THAT MANY APPROACHES DEVELOPED FOR WORK WITH THE DISADVANTAGED AS WELL AS WITH ADULT STUDENTS AT ALL LEVELS WHO ARE LEARNING A VARIETY OF SUBJECTS AND SKILLS. SOME OF THESE TECHNIQUES--PROGRAMED INSTRUCTION, STUDENTS TEACHING OTHER STUDENTS, INDIVIDUALIZATION OF INSTRUCTION WITH FREE AND LOW-COST MATERIALS--ARE DESCRIBED IN THIS BOOKLET. ALSO DISCUSSED ARE: LIVELY INSTRUCTION USING EDUCATIONAL TECHNOLOGY; GUIDANCE; LISTENING AND PERSON-TO-PERSON COMMUNICATION; THE TOWN AS A TEACHING TOOL; AND TESTING AND EVALUATING ADULT STUDENTS.

NU A 288
AU WARREN, VIRGINIA B.
CA NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION (WASHINGTON, D.C.).
TI HOW ADULTS CAN LEARN MORE--FASTER: A PRACTICAL HANDBOOK FOR ADULT STUDENTS.
PB NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION, WASHINGTON, D.C.
YR 66.
NT ED 024 911; 52P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT LEARNING, *LEARNING PROCESSES, *GUIDES, STUDY SKILLS
AB THIS HANDBOOK GIVES ADVICE TO THE ADULT LEARNER ON SUCH PROBLEMS AS EFFECTIVELY CONCENTRATING AND LISTENING, IMPROVING READING SKILLS, RESPONSIBLY PARTICIPATING IN GROUP DISCUSSIONS, AND TAKING TESTS SUCCESSFULLY. ALSO INCLUDED ARE DISCUSSIONS CONCERNING ADULTS' LEARNING PROCESSES AND EFFICIENT STUDY HABITS. CONCLUDING CHAPTERS DEAL WITH THE USE OF COMMUNITY RESOURCES AND TELEVISION, AND GIVE ADVICE ON HOW TO CONTINUE LEARNING EVERY DAY.

NU A 289
AU TYLER, RALPH W.
TI BASIC PRINCIPLES OF CURRICULUM AND INSTRUCTION.
PB UNIVERSITY OF CHICAGO PRESS, CHICAGO, IL.
YR 49.
NT 128P.
DE *CURRICULUM DEVELOPMENT, *CURRICULUM DESIGN, *INSTRUCTIONAL DEVELOPMENT
AB THIS CLASSIC BOOK DEVELOPS A RATIONALE FOR STUDYING CURRICULUM AND INSTRUCTIONAL PROGRAMS, THEN DISCUSSES WAYS OF FORMULATING, ORGANIZING, AND EVALUATING THE CURRICULUM'S OBJECTIVES. THE BOOK IS GROUPED AROUND FOUR QUESTIONS: 1) WHAT EDUCATIONAL PURPOSES SHOULD BE STRIVEN FOR; 2) HOW CAN LEARNING EXPERIENCES BE CHOSEN WHICH ARE LIKELY TO HELP ATTAIN EDUCATIONAL PURPOSES; 3) HOW CAN LEARNING EXPERIENCES BE ORGANIZED FOR EFFECTIVE INSTRUCTION; AND 4) HOW CAN THE EFFECTIVENESS OF LEARNING EXPERIENCES BE EVALUATED. AS A FUNCTIONING PART OF THE EDUCATIONAL PROCESS, TYLER SUGGESTS CURRICULUM PLANNING SHOULD BE AN ONGOING REASSESSMENT AND REDEVELOPMENT PROCESS.

NU A 290
AU WEIL, MARSHA; JOYCE, BRUCE.
TI SOCIAL MODELS OF TEACHING: EXPANDING YOUR TEACHING REPERTOIRE.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 78.
NT 245P.
DE *TEACHING METHODS, *TEACHING MODELS, *GROUP DYNAMICS, INSTRUCTIONAL IMPROVEMENT, *INTERPERSONAL COMPETENCE
AB PART OF A THREE-VOLUME SERIES, THIS GUIDE ACQUAINTS TEACHERS WITH STRATEGIES TO HELP STUDENTS WORK WITHIN GROUPS. THREE MODELS ARE DISCUSSED: 1) ROLE PLAYING, WHICH HELPS STUDENTS WORK TOGETHER, CLARIFY VALUES, AND MANAGE PROBLEMS WITH A GROUP; 2) JURISPRUDENTIAL MODEL, WHICH TEACHES HOW TO MANAGE WITHIN A GROUP IN CONFLICT, CLARIFY BELIEFS UNDERLYING THE CONFLICT, AND UNDERSTAND PERSONAL BEHAVIOR FROM A SOCIAL POLICY STANDPOINT; AND 3) SIMULATION MODEL, WHICH TEACHES HOW TO FACE WORLD PROBLEMS LIKE PREJUDICE, ENERGY, ECONOMICS, AND POLITICS. AFTER DESCRIBING THE MODELS, THEY ARE DEMONSTRATED THROUGH READING TRANSCRIPTS FROM CLASSROOM LEARNING EXERCISES. A MODEL LESSON IS PLANNED, THEN PEER TAUGHT TO COLLEAGUES. THE MODELS ARE THEN ADOPTED FOR CLASSROOM USE.

NU A 291
AU WEIL, MARSHA, ET AL.
TI PERSONAL MODELS OF TEACHING: EXPANDING YOUR TEACHING REPERTOIRE.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 78.
NT 168P.
DE *TEACHING METHODS, *TEACHING MODELS, *INDIVIDUAL DEVELOPMENT
AB PART OF A THREE-VOLUME SERIES, THIS TRAINING GUIDE ACQUAINTS TEACHERS WITH TEACHING STRATEGIES DESIGNED TO DEVELOP INDIVIDUAL HUMAN POTENTIAL. INCLUDED HERE ARE TWO TEACHING MODELS: 1) SYNETICS, WHICH DEVELOPS CREATIVITY; AND 2) NONDIRECTIVE TEACHING, WHICH DEVELOPS EMOTIONAL AWARENESS AND CAPACITY. THE MODELS ARE DESCRIBED AND DEMONSTRATED THROUGH READING TRANSCRIPTS FROM CLASSROOM LEARNING ACTIVITIES. A MODEL LESSON IS PLANNED, THEN PEER TAUGHT TO COLLEAGUES. ADAPTING THE MODELS FOR CLASSROOM USE IS ALSO DISCUSSED.

NU A 292
AU WEIL, MARSHA; JOYCE, BRUCE.
TI INFORMATION PROCESSING MODELS OF TEACHING: EXPANDING YOUR TEACHING REPERTOIRE.
PB PRENTICE-HALL, INC.,
ENGLEWOOD CLIFFS, NJ.
YR 78.
NT 278P.
DE *TEACHING METHODS, *TEACHING MODELS, *INFORMATION PROCESSING
AB AS PART OF A THREE-VOLUME SERIES, THIS TRAINING GUIDE ACQUAINTS TEACHERS WITH TEACHING STRATEGIES BASED ON IMPROVING STUDENT INFORMATION PROCESSING ABILITY. THIS INCLUDES THE WAYS PEOPLE HANDLE ENVIRONMENTAL STIMULI, ORGANIZE DATA, USE VERBAL AND NONVERBAL SYMBOLS, SENSE AND SOLVE PROBLEMS, AND GENERATE CONCEPTS. THE THREE MODELS EXEMPLIFIED ARE: 1) CONCEPT ATTAINMENT; 2) INQUIRY TRAINING; AND 3) ADVANCE ORGANIZER. EACH MODEL IS DESCRIBED, THEN DEMONSTRATED BY READING TRANSCRIPTS FROM TWO LEARNING ACTIVITIES. NEXT, A MODEL LESSON IS PLANNED, THEN PEER TAUGHT TO COLLEAGUES. FINALLY, WAYS OF ADAPTING THE MODEL FOR CLASSROOM USE ARE PRESENTED.

NU A 293
AU STEINER, FLORENCE.
TI PERFORMING WITH OBJECTIVES.
PB NEWBURY HOUSE PUBLISHERS,
ROWLEY, MA.
YR 75.
NT 148P.
DE *COMPETENCY BASED EDUCATION, *LANGUAGE INSTRUCTION, *SECOND LANGUAGE LEARNING, *TEACHING METHODS
AB THIS BOOK, WRITTEN BY AND FOR A FOREIGN LANGUAGE TEACHER, IS INTENDED AS AN INFORMATIVE AND PRACTICAL GUIDE TO THE USE OF PERFORMANCE OBJECTIVES IN THE FOREIGN LANGUAGE CLASSROOM. A RATIONALE FOR PERFORMANCE OBJECTIVES IS PRESENTED, FOLLOWED BY A DISCUSSION OF PURPOSES, RESOURCES, AND ACTIVITIES INVOLVED. ATTENTION IS GIVEN TO THE SELECTION OF OBJECTIVES IN CURRICULUM PLANNING. THE TEACHING OF VARIOUS LANGUAGE AND CULTURAL SKILLS IS ALSO DISCUSSED WITH REFERENCE TO PERFORMANCE OBJECTIVES. OTHER TOPICS COVERED INCLUDE: THE RELATION OF PERFORMANCE BY OBJECTIVES TO INDIVIDUALIZED INSTRUCTION; DIFFICULTIES INHERENT IN IMPLEMENTING CHANGE; CAREER EDUCATION; AND THE FUTURE OF PERFORMANCE BY OBJECTIVES AS A TECHNIQUE.

NU A 294
AU MAGER, ROBERT F.
TI PREPARING INSTRUCTIONAL OBJECTIVES. 2ND ED.
PB FEARON PUBLISHERS,
BELMONT, CA.
YR 75.
NT 136P.; FOR RELATED DOCUMENT, SEE ED 018 143; ORIGINALLY PUBLISHED IN 1962 AS "PREPARING OBJECTIVES FOR PROGRAMMED INSTRUCTION."
DE *EDUCATIONAL OBJECTIVES, *GUIDES, *EVALUATION CRITERIA
AB THIS BOOK DESCRIBES A PROCEDURE FOR PREPARING EDUCATIONAL OBJECTIVES THAT WILL CONVEY INSTRUCTIONAL INTENT. IT WILL NOT HELP SELECT OBJECTIVES OR DECIDE WHICH ONES ARE WORTHWHILE. A COMPREHENSIVE STATEMENT OF OBJECTIVES PROVIDES A SOUND BASIS FOR CHOOSING INSTRUCTIONAL SUBJECT MATTER, TEACHING METHODS, AND MATERIALS. IT ALSO COMMUNICATES THE PROGRAM'S INSTRUCTIONAL PURPOSE.

NU A 295
AU MAGER, ROBERT F.
TI MEASURING INSTRUCTIONAL INTENT: OR GOT A MATCH?
PB LEAR SIEGLER, INC. (FEARON PUBLISHERS),
BELMONT, CA.
YR 73.
NT 159P.
DE *EVALUATION METHODS, *TESTING, *EVALUATION CRITERIA, *MEASUREMENT TECHNIQUES
AB THIS BOOK TELLS HOW TO MEASURE INSTRUCTIONAL SUCCESS BY DEVELOPING TEST CRITERIA THAT MATCH INSTRUCTIONAL OBJECTIVES IN SCOPE AND INTENT. ITEM DIFFICULTY AND STRUCTURE OF MULTIPLE-CHOICE OR TRUE-FALSE QUESTIONS ARE NOT DEALT WITH. THIS BOOK SERVES AS A BASIC GUIDE TO ISOLATING KEY CHARACTERISTICS OF AN OBJECTIVE AND DETERMINING WHETHER OR NOT THEY HAVE BEEN ACHIEVED BY PREPARING TEST ITEMS THAT REFLECT INSTRUCTIONAL INTENT.

NU A 296
AU GEPHART, WILLIAM J.
TI EVALUATION: PAST, PRESENT AND FUTURE.
SE PHI DELTA KAPPA OCCASIONAL PAPER 17.
PB CENTER ON EVALUATION DEVELOPMENT AND RESEARCH,
PHI DELTA KAPPA,
BLOOMINGTON, IL.
NT 24P.
DE *EVALUATION METHODS, *MODELS, *EVALUATION
AB EVALUATION THEORISTS HAVE PRODUCED AN ABUNDANCE OF MODELS AND THIS PAPER CONSOLIDATES MANY OF THEM INTO A CONCISE FORMAT. PRESENTED IS A STRUCTURE FOR SYNTHESIZING EVALUATION MODELS, CATEGORIES OF DESCRIPTIONS (INCLUDING CHARACTERISTIC PROBLEMS FOR WHICH THE MODEL IS RECOMMENDED, EVALUATION PROCESS COMPONENTS, PRODUCTS OF THE EVALUATION STRATEGY, AND CRITERIA USEFUL IN ASSESSING EVALUATION QUALITY), AND A DISCUSSION OF THE PAST AND FUTURE OF EVALUATION.

NU A 297
AU KERENSKY, VASIL M.; MELBY, ERNEST O.
TI EDUCATION II - REVISITED: A SOCIAL IMPERATIVE.
PB PENDELL PUBLISHING CO.,
MIDLAND, MI.
YR 71.
NT 203P.; BIBLIOGRAPHY P.201-203.
DE *EDUCATIONAL PHILOSOPHY, *EDUCATIONAL OBJECTIVES, EDUCATIONAL CHANGE, *SOCIAL INFLUENCES
AB THIS IS A CRITICISM ON THE STATE-OF-THE-ART OF AMERICAN EDUCATION WITHIN ITS SOCIAL CONTEXT. THIS BOOK QUESTIONS ASSUMPTIONS ABOUT OUR EDUCATIONAL SYSTEM AND POINTS TO WHERE AND WHY IT HAS FAILED IN MANY RESPECTS. AFTER QUESTIONING THIS UNDERLYING PHILOSOPHY, THE AUTHORS SUGGEST NEW IMPERATIVES AND NEW WAYS OF LOOKING AT OLD CONTROVERSIES SUCH AS EDUCATIONAL INEQUALITY, HUMAN LEARNING POTENTIAL, DISADVANTAGED STUDENTS, AND THE INADEQUACY OF A "SCHOOL-CENTERED" EDUCATION MENTALITY. PROVIDED HERE IS AN ANALYSIS OF THE SOCIAL PHILOSOPHY OF EDUCATION AND THIS ANALYSIS WILL HELP ADMINISTRATORS AND PROGRAM DEVELOPERS REDEFINE ORGANIZATIONAL GOALS, AND UTILIZE COMMUNITY RESOURCES.

NU A 298
AU HARRINGTON, FRED HARVEY.
TI FUTURE OF ADULT EDUCATION, THE.
SE JOSSEY-BASS SERIES IN HIGHER EDUCATION.
PB JOSSEY-BASS PUBLISHERS,
SAN FRANCISCO, CA.
YR 77.
NT 238P.; BIBLIOGRAPHY P.219-230.
DE *EDUCATIONAL TRENDS, *ADULT EDUCATION, CONTINUING EDUCATION, POSTSECONDARY EDUCATION
AB HARRINGTON REVIEWS THE HISTORY OF ADULT EDUCATION, DOCUMENTS ITS NECESSITY IN OUR EVER CHANGING TECHNOLOGICAL SOCIETY, AND SURVEYS A VARIETY OF ADULT EDUCATION PROGRAMS, INCLUDING CREDIT, NON-CREDIT, EXTERNAL DEGREE, AND NONTRADITIONAL STUDY PROGRAMS. THE LAST SECTION OF THIS BOOK DEALS WITH SPECIAL PROBLEMS--DISADVANTAGED STUDENTS, PROGRAM ADMINISTRATION WITHIN THE UNIVERSITY HIERARCHY, AND RELIEVING THE FINANCIAL BURDEN ON STUDENTS. RECOMMENDATIONS ARE MADE TO ALLEVIATE PRESENT PROBLEMS SO THAT FUTURE ADULT EDUCATION PROGRAMS WILL HAVE A PROMINENT, RESPECTED PLACE IN OUR EDUCATIONAL SYSTEM.

NU A 299
AU HAMMOND, PEIRCE; ADELMAN, CLIFFORD.
CA DEPARTMENT OF EDUCATION AND NATIONAL INSTITUTE OF EDUCATION (WASHINGTON, D.C.).
TI POSTSECONDARY AND ADULT EDUCATION: CURRENT ACTIVITIES AND DIRECTIONS AT THE NATIONAL INSTITUTE OF EDUCATION.
PB NATIONAL INSTITUTE OF EDUCATION, WASHINGTON, D.C.
YR 80.
NT ED 198 301; 30P.
DE *EDUCATIONAL RESEARCH, *POSTSECONDARY EDUCATION, ANNOTATED BIBLIOGRAPHIES, *DEMONSTRATION PROGRAMS
AB THIS DOCUMENT PROVIDES A REVIEW OF THE POSTSECONDARY AND ADULT EDUCATION ACTIVITIES (BOTH CURRENT AND PLANNED) SPONSORED BY THE NATIONAL INSTITUTE OF EDUCATION'S (NIE) THREE MAJOR PROGRAM UNITS. THE FIRST SECTION FOCUSES ON ACTIVITIES OF THE PROGRAM ON EDUCATIONAL POLICY AND ORGANIZATION, INCLUDING ACTIVITIES OF THE POSTSECONDARY ORGANIZATION AND MANAGEMENT STUDIES TEAM, POSTSECONDARY EDUCATION FINANCE TEAM, POSTSECONDARY DESEGREGATION RESEARCH PROGRAM, LEGAL AND GOVERNMENTAL STUDIES TEAM, AND VOCATIONAL EDUCATION STUDIES TEAM. THE SECOND SECTION DESCRIBES ACTIVITIES OF THE PROGRAM ON TEACHING AND LEARNING, WHICH HAVE THREE EMPHASES: ADULT LEARNING; ADULT CAREER DEVELOPMENT; AND ASSESSMENT OF ADULT DEVELOPMENT AND EDUCATIONAL PROGRAMS AFFECTING ADULTS. IN THE THIRD SECTION, ACTIVITIES OF THE PROGRAM ON DISSEMINATION AND IMPROVEMENT OF PRACTICE ARE DISCUSSED. THE APPENDIX IS AN ANNOTATED BIBLIOGRAPHY OF RECENT NIE PUBLICATIONS ON POSTSECONDARY AND ADULT EDUCATION.

NU A 300
AU FAURE, EDGAR, ET AL.
CA UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION (PARIS, FRANCE).
TI LEARNING TO BE: THE WORLD OF EDUCATION TODAY AND TOMORROW.
PB UNIPUB, INC., NEW YORK, NY.
YR 72.
NT 313P.
DE *COMPARATIVE EDUCATION, *EDUCATIONAL CHANGE, *EDUCATIONAL PHILOSOPHY, LIFELONG LEARNING
AB THE REPORT OF THE INTERNATIONAL COMMISSION ON THE DEVELOPMENT OF EDUCATION AIMS TO ASSIST GOVERNMENTS IN FORMULATING NATIONAL STRATEGIES FOR THE DEVELOPMENT OF EDUCATION IN A CHANGING UNIVERSE. EMPHASIS IS UPON THE NEED FOR AN INTERNATIONAL COMMUNITY WHICH REFLECTS COMMON PROBLEMS, TRENDS, AND GOALS; THE PROMOTION OF DEMOCRACY THROUGH EDUCATION; THE OPPORTUNITY OF EVERY INDIVIDUAL FOR SELF-ACTUALIZATION; AND THE NEED FOR LIFELONG EDUCATION. THE BOOK IS ARRANGED INTO THREE MAJOR PARTS: FINDINGS; FUTURES; AND TOWARDS A LEARNING SOCIETY. THE FIRST PART TRACES THE PAST ROOTS AND DEVELOPMENT OF EDUCATION; EXAMINES EDUCATIONAL PRACTICE TODAY; IDENTIFIES THE NEEDS, RESOURCES, AND MEANS FOR EDUCATION; AND SUGGESTS A BASIC RECONSIDERATION OF EDUCATIONAL STRUCTURES AND CONCEPTS. THE SECOND PART EXAMINES THE CHALLENGES OF EDUCATION, INCLUDING PROGRESS IN SCIENCE AND TECHNOLOGY. FOCUS IS UPON PEDAGOGIC DISCOVERIES. THE LAST PART EXAMINES THE ROLE AND FUNCTIONS OF EDUCATIONAL STRATEGY, ELEMENTS FOR CONTEMPORARY STRATEGY, AND WAYS TO BUILD SOLIDARITY AMONG ALL COUNTRIES.

NU A 301
CA ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (TORONTO). UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION (PARIS, FRANCE).
TI EDUCATION ON THE MOVE: EXTRACTS FROM BACKGROUND PAPERS PREPARED FOR THE REPORT OF THE INTERNATIONAL COMMISSION ON THE DEVELOPMENT OF EDUCATION. COMPANION VOLUME TO "LEARNING TO BE."
PB UNIPUB,
NEW YORK, NY.
YR 75.
NT 307P.; FOR RELATED DOCUMENT, SEE ED 070 736.
DE *EDUCATIONAL TRENDS, *COMPARATIVE EDUCATION, *LITERATURE REVIEWS
AB A SELECTION OF EXTRACTS OF STUDIES COMPILED TO DOCUMENT THE UNESCO REPORT, "LEARNING TO BE," ILLUSTRATES DIFFERENT ASPECTS OF THE PROBLEMS OF EDUCATION THROUGHOUT THE WORLD. THE STUDIES FOR THE REPORT ARE INTENDED TO ASSIST GOVERNMENTS IN FORMULATING NATIONAL STRATEGIES FOR EDUCATIONAL DEVELOPMENT. THEY ARE WRITTEN BY PEOPLE WELL KNOWN IN THEIR OWN FIELDS AND REPRESENTING DIFFERENT PARTS OF THE WORLD AND DIFFERENT POLITICAL AND CULTURAL VIEWPOINTS. THE 106 EXTRACTS ARE GROUPED UNDER THE HEADINGS OF PART 1: PUTTING EDUCATION TO THE TEST, AND PART 2: THE TIME OF INNOVATION. PART 1 IS SUBDIVIDED INTO EIGHT TOPICS, INCLUDING THE CHANGING WORLD, EDUCATION AND THE DEVELOPMENT OF SOCIETIES, RELATIONS BETWEEN EDUCATION AND THE ECONOMY, CRISES AND DEBATES, THE COMPLETE MAN, LIFELONG EDUCATION, THE LEARNING SOCIETY, AND INTERNATIONAL COOPERATION. PART 2 CONTAINS EXTRACTS ON THE TOPICS OF THE NECESSITY OF INNOVATION, STRATEGY APPROACHES, INDICATIVE REFORMS, THE FUTURE OF THE TEACHING PROFESSION, THE IMPORTANCE OF PRESCHOOL EDUCATION, ADULT EDUCATION, AND THE CONTRIBUTION OF MODERN TECHNOLOGY. APPENDED ARE A LIST OF THE DOCUMENTS PREPARED FOR THE REPORT AND A LIST OF THE AUTHORS, WITH BIOGRAPHICAL NOTES.

NU A 302
AU GRABOWSKI, STANLEY M., ED.
CA SYRACUSE UNIVERSITY. PUBLICATIONS PROGRAM IN CONTINUING EDUCATION.
TI PAULO FREIRE: A REVOLUTIONARY DILEMMA FOR THE ADULT EDUCATOR.
PB LIBRARY OF CONTINUING EDUCATION,
SYRACUSE, NY.
YR 72.
NT ED 068 819; 142P.; OCCASIONAL PAPERS NO. 32; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT EDUCATION, *LITERACY EDUCATION, ANNOTATED BIBLIOGRAPHIES, LITERACY, *EDUCATIONAL PHILOSOPHY
AB A SAMPLING OF OPINIONS ABOUT THE PHILOSOPHY OF PAULO FREIRE AS IT RELATES TO ADULT EDUCATION COMPRISES THIS PUBLICATION. ALL OF THE CONTRIBUTORS ARE ENGAGED IN THE FIELD OF ADULT EDUCATION. THE CONTRIBUTORS DISCUSS THEIR SENTIMENTS REGARDING FREIRE'S THEORY OF A "LIBERATING" EDUCATION, USING LITERACY TRAINING TO GIVE UNREACHABLE PEOPLE IN THE WORLD SOME FREEDOM. A QUOTATIONAL BIBLIOGRAPHY AT THE END OF THE PUBLICATION GIVES A COMPREHENSIVE SELECTION OF THE BODY OF LITERATURE BY AND ABOUT FREIRE.

NU A 303
AU APPS, JEROLD W.
CA SYRACUSE UNIVERSITY. ERIC CLEARINGHOUSE ON ADULT EDUCATION AND PUBLICATIONS PROGRAM IN CONTINUING EDUCATION.
TI TOWARD A WORKING PHILOSOPHY OF ADULT EDUCATION.
PB PUBLICATIONS IN CONTINUING EDUCATION,
SYRACUSE UNIVERSITY,
SYRACUSE, NY.
YR 73.
NT ED 078 229; 74P.; OCCASIONAL PAPERS NO. 36.
DE *ADULT EDUCATION, *EDUCATIONAL OBJECTIVES, *EDUCATIONAL PHILOSOPHY, ADULT LEARNING, GUIDES, LEARNING PROCESSES
AB THIS MONOGRAPH IS CONCERNED WITH DEVELOPING A PERSONAL WORKING PHILOSOPHY OF ADULT EDUCATION. CHAPTERS COVER: 1) THE NEED FOR A WORKING PHILOSOPHY; 2) A WORKING PHILOSOPHY--GENERAL PHILOSOPHY, CONTENT AND PROCESS, BELIEFS, SOURCES OF BELIEFS, LEVELS OF BELIEFS, HIGHER ORDER BELIEFS, RECOGNITION, ANALYSIS, JUDGMENT AND EVALUATION, AND A FRAMEWORK FOR A WORKING PHILOSOPHY; 3) GENERAL PHILOSOPHIES--IDEALISM, REALISM, EXPERIMENTALISM, EXISTENTIALISM; 4) EDUCATIONAL PHILOSOPHIES--ESSENTIALISM, PERENNIALISM, PROGRESSIVISM, RECONSTRUCTIONISM, AND EXISTENTIALISM; 5) BELIEFS ABOUT THE ADULT LEARNER--RELATIONSHIP TO SOCIETY AND TO THE NATURAL WORLD; 6) BELIEFS ABOUT CONTENT; 7) BELIEFS ABOUT THE LEARNING PROCESS; AND 8) SUMMARY--BELIEFS ABOUT THE ABOVE AREAS ARE RELATED TO THREE LEARNING MODELS, PROBLEM-SOLVING, ACQUIRING CONTENT, AND SELF-ACTUALIZATION. AN APPENDIX PROVIDES AN EXAMPLE OF THE WAY IN WHICH THIS MATERIAL WAS USED IN A GRADUATE SEMINAR.

NU A 304
AU BURNS, HOBERT W., ED.
CA CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS (BROOKLINE, MA).
TI SOCIOLOGICAL BACKGROUNDS OF ADULT EDUCATION. NOTES AND ESSAYS ON EDUCATION FOR ADULTS, 41.
PB CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS,
BROOKLINE, MA.
YR 64.
NT ED 033 303; 179P.; PAPERS PRESENTED AT A SYRACUSE UNIVERSITY CONFERENCE.
DE *ADULT EDUCATION, *SOCIAL INFLUENCES, *CONFERENCES
AB THESE BACKGROUND PAPERS CONCENTRATE ON THE PROBLEM OF OBSOLESCENCE AND ADULT COMPETENCE; THE EDUCATIONAL SIGNIFICANCE OF ADULT ROLES, DEVELOPMENTAL TASKS, AND CHANGING VALUE ORIENTATIONS THROUGHOUT THE LIFE CYCLE; THE EFFECT OF WORK CAREERS ON ADULT EDUCATION PARTICIPATION; CHOICE OF SUBJECT MATTER AND METHODS OF STUDY; SPECIFIC REASONS FOR PARTICIPATION; AND THE RELATIONSHIP OF VARIOUS COMBINATIONS OF PERSONAL AND SOCIOECONOMIC CHARACTERISTICS TO PARTICIPATION. VARIOUS DEMOGRAPHIC TRENDS (INCLUDING AGE STRUCTURE, SEX, RACE, BIRTHPLACE, MIGRATION, POPULATION DISTRIBUTION, INCOME, EDUCATION, MARITAL AND FAMILY STATUS, AND LABOR FORCE PARTICIPATION) ARE PREDICTED FOR THE 1960'S. APPLICATIONS AND LIMITATIONS OF SOCIOLOGICAL THEORY IN ADULT EDUCATION ARE SUGGESTED, FOLLOWED BY IMPLICATIONS FOR THE FUTURE OF ADULT AND CONTINUING EDUCATION. THE DOCUMENT INCLUDES CHAPTER REFERENCES AND 21 TABLES.

NU A 305
AU DAUZAT, SAM V.
TI ESTABLISHING FULL-TIME ADULT EDUCATION PROGRAMS.
PB LOUISIANA TECHNICAL UNIVERSITY PRESS,
RUSTON, LA.
YR 80.
NT 79P.; APPENDICES.
DE *ADULT PROGRAMS, ADULT EDUCATORS, *PROGRAM DEVELOPMENT, *PROGRAM IMPLEMENTATION, *INSERVICE TEACHER EDUCATION, *TRAINING
AB THIS REPORT TELLS ABOUT A TRAINING PROJECT SPONSORED BY LOUISIANA TECHNICAL UNIVERSITY (LTU) TO EQUIP EDUCATORS AND ADMINISTRATORS WITH SKILLS TO START OR UPGRADE FULL-TIME ADULT EDUCATION PROGRAMS. THE INSTRUCTIONAL PHASE CONSISTED OF A ONE WEEK INTENSIVE COURSE WHERE PARTICIPANTS LEARNED ABOUT ADULT EDUCATION PROGRAMMING AND DESIGN, ENROLLMENT PROCEDURES, TESTING AND DIAGNOSING, AND RESOURCES FOR ESTABLISHING A PROGRAM. PARTICIPANTS APPLIED THIS KNOWLEDGE IN THE APPLICATION PHASE BY WRITING A PROPOSAL FOR THEIR LOCAL PARISHES AND MEETING WITH SCHOOL OFFICIALS TO FINALIZE IT. THE INSTRUCTIONAL STAFF OF LTU REVIEWED THE PROPOSAL AND PROVIDED ON-SITE ASSISTANCE DURING THE IMPLEMENTATION PHASE. INCLUDED IN THIS TRAINING PROGRAM SUMMARY ARE AN EVALUATION OF AND RECOMMENDATIONS ABOUT THE INSTITUTE, AND AN APPENDIX OF PROGRAM ACTIVITIES, OUTLINE OF TOPICS, AND INSTRUCTIONAL MATERIALS.

NU A 306
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF ADULT OCCUPATIONAL EDUCATION SERVICES.
TI COMPREHENSIVE SKILLS TRAINING PROGRAM FOR THE STRUCTURALLY UNEMPLOYED: A MODEL FOR THE CETA SUPPLEMENTAL VOCATIONAL EDUCATION.
SE SERVICES 6% SPECIAL GRANT.
PB NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR [81].
NT 106P.; 6 BOOKLETS.
DE *DISADVANTAGED, *UNEMPLOYMENT, VOCATIONAL EDUCATION, *MODELS, *JOB TRAINING
AB THE STRUCTURALLY UNEMPLOYED ARE ECONOMICALLY DISADVANTAGED PEOPLE WITHOUT WORK AND MEANINGFUL WORK EXPERIENCE AND WHOSE POTENTIAL FOR SERVING AND RETAINING PRODUCTIVE EMPLOYMENT IS SEVERELY LIMITED BY A LACK OF SALABLE SKILLS, LIFE-COPING ABILITIES, BASIC EDUCATION, AND KNOWLEDGE OF THE WORLD OF WORK. THE SIX PART PROGRAM MODEL WAS DESIGNED FOR USE BY LOCAL COMPREHENSIVE EDUCATION AND TRAINING ACT (CETA) ADMINISTRATION IN REACHING THE STRUCTURALLY UNEMPLOYED AND EQUIPING THEM WITH SKILLS NECESSARY FOR EMPLOYMENT. THE PROGRAM COMPONENTS ARE: PART I: MODEL OVERVIEW AND APPENDIX SECTION (67P.); PART II: THE CLIENT IDENTIFICATION, RECRUITMENT, AND CERTIFICATION PROCESS (8P.); PART III: THE INTAKE, ASSESSMENT, PROGRAM ORIENTATION, AND EMPLOYABILITY DEVELOPMENT PLAN PROCESS (7P.); PART IV: LIFE COPING SKILLS INSTRUCTION PROGRAM, BASIC/REMEDIAL/ESL INSTRUCTIONAL PROGRAM, SKILLS TRAINING INSTRUCTIONAL PROGRAM (6P.); PART V: JOB DEVELOPMENT AND PLACEMENT ACTIVITIES (15P.); AND PART VI: THE POST-PLACEMENT AND FOLLOW-UP PROCESS.

NU A 307
AU SELZ, NINA, ET AL.
CA OHIO STATE UNIVERSITY. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION.
TI FUNCTIONING COMPETENCIES FOR ADAPTING TO THE WORLD OF WORK.
PB OHIO STATE UNIVERSITY, COLUMBUS, OH.
YR 80.
NT ED 200 715; 70P.; FIGURES WILL NOT REPRODUCE WELL DUE TO SMALL PRINT.
DE *COMPETENCE, *EMPLOYMENT PROGRAMS, *ON THE JOB TRAINING, *SCHOOL ROLE
AB A STUDY WAS CONDUCTED TO DETERMINE WHO HAS THE RESPONSIBILITY FOR TEACHING GENERAL OCCUPATIONAL AND CONSUMER COMPETENCIES--THE HOME, THE SCHOOL, OR THE WORKPLACE. TO ANSWER THIS QUESTION, TWO NATIONAL SURVEYS ON FUNCTIONAL COMPETENCIES IN OCCUPATIONAL ADAPTABILITY AND CONSUMER ECONOMICS WERE CONDUCTED. COMPETENCIES WERE FIRST IDENTIFIED AND THEN FOUR RESPONDENT GROUPS WERE ASKED THREE QUESTIONS ABOUT EACH COMPETENCY: IF A PERSON DID NOT HAVE THIS ABILITY, HOW WELL WOULD HE/SHE DO AT WORK?; WHERE SHOULD A PERSON BE TAUGHT THIS?; AND WHERE DO MOST PEOPLE ACTUALLY LEARN THIS? RESULTS (SUMMARIZED IN THIS REPORT) SHOW THAT, IN GENERAL, ABILITIES PERTAINING DIRECTLY TO BASIC SKILLS (ESPECIALLY MATHEMATICS SKILLS) WERE PERCEIVED TO BE THE SCHOOL'S RESPONSIBILITY FOR TEACHING. ABILITIES PERCEIVED TO BE THE HOME'S RESPONSIBILITY WERE ABILITIES HAVING TO DO WITH TAKING CARE OF BELONGINGS. BUT OVERALL, PUBLIC OPINION WAS DIVIDED AMONG WHETHER THESE ABILITIES SHOULD BE TAUGHT AT HOME, IN SCHOOL, OR SELF-TAUGHT. (THE REPORT ALSO CONTAINS A "VIEWPOINT" SECTION; A TENTATIVE GUIDE FOR CURRICULUM-PLANNING DIALOGUE; A BIBLIOGRAPHY; AND THE SURVEY ABILITY STATEMENTS/TASK AREAS/ENABLING BEHAVIORS.)

NU A 308
AU SELZ, NINA.
CA OHIO STATE UNIVERSITY. NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION.
TI TEACHING OF EMPLOYABILITY SKILLS, THE: WHO'S RESPONSIBLE.
PB OHIO STATE UNIVERSITY, COLUMBUS, OH.
YR 80.
NT ED 199 429; 35P.
DE *EMPLOYMENT PROGRAMS, *JOB TRAINING, *SCHOOL ROLE, SURVEYS
AB A STUDY WAS CONDUCTED TO ASSESS COMPETENCIES FOR EMPLOYABILITY--PREPARING FOR, GETTING, KEEPING, AND ADVANCING IN A JOB; WHERE, IN THE PUBLIC'S OPINION, SUCH COMPETENCIES SHOULD BE TAUGHT; AND WHERE THEY ARE ACTUALLY LEARNED. NATIONAL SURVEYS OF SAMPLES OF THE GENERAL ADULT PUBLIC, PUBLIC SCHOOL TEACHERS, HIGH SCHOOL SENIORS, AND EMPLOYERS WERE CONDUCTED. COMPETENCIES DEALING WITH TRADITIONAL JOB VALUES AND EXPECTATIONS WERE PERCEIVED BY THE FOUR RESPONSE GROUPS AS BEING PREDOMINANTLY THE RESPONSIBILITY OF THE HOME. COMPETENCIES RELATING TO JOB ADVANCEMENT AND PROMOTION WERE PERCEIVED TO BE PRIMARILY THE RESPONSIBILITY OF THE WORK PLACE. THE TEACHING OF ACTIVE WORKER BEHAVIORS CONCERNING TAKING CHARGE OF ONESELF AND GETTING AHEAD WERE ASSIGNED TO THE WORK PLACE AND THE SCHOOL, AND THE TEACHING OF JOB SEARCH SKILLS WAS SEEN AS CHIEFLY THE RESPONSIBILITY OF THE SCHOOL. IMPORTANT FINDINGS SUGGEST THAT THE TEACHING OF EMPLOYABILITY SKILLS IS PERCEIVED BY THE PUBLIC, AND BY GROUPS WITH VESTED INTERESTS IN EMPLOYABILITY, AS A SHARED RESPONSIBILITY OF THE SCHOOLS, THE HOME, AND THE WORK PLACE.

NU A 309
AU ARBEITER, SOLOMON, ET AL.
CA COLLEGE ENTRANCE EXAMINATION BOARD AND POLICY STUDIES IN EDUCATION (NEW YORK, NY).
TI TELEPHONE COUNSELING FOR HOME-BASED ADULTS. FINAL REPORT.
PB COLLEGE BOARD PUBLICATION ORDERS, PRINCETON, NJ.
YR 78.
NT ED 162 089; 71P.; BEST COPY AVAILABLE; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT PROGRAMS, *CAREER EDUCATION, *COUNSELING SERVICES, POSTSECONDARY EDUCATION
AB A FOLLOW-UP STUDY WAS CONDUCTED TO DISCOVER THE EFFECT OF THE CAREER EDUCATION PROJECT (CEP) ON ITS CLIENTS AND TO DISCOVER PERCEPTIONS HELD BY FORMER CLIENTS REGARDING THEIR NEED FOR CAREER GUIDANCE AND COUNSELING SERVICES. (CEP, A MODEL PROGRAM FUNDED BY THE NATIONAL INSTITUTE OF EDUCATION, OFFERED TELEPHONE COUNSELING TO HOME-BASED ADULTS IN PROVIDENCE, RHODE ISLAND.) DESIGNED AS AN OUTCOMES ASSESSMENT, THIS STUDY INVOLVED INTERVIEWING 400 RANDOMLY CHOSEN CLIENTS FROM THE 1,157 WHO WERE COUNSELED BETWEEN APRIL 1974 AND MARCH 1975. IT WAS FOUND THAT THE CLIENTS WERE PREDOMINANTLY: 1) FEMALE, WHITE, HIGH SCHOOL GRADUATES, BETWEEN TWENTY AND THIRTY-FOUR YEARS OF AGE, MARRIED, WITH ONE OR TWO CHILDREN AT HOME, AND WITH FAMILY INCOMES BETWEEN $5,000 AND $15,000; 2) UNEMPLOYED ALTHOUGH EXPERIENCED IN THE LABOR MARKET; 3) SEEKING CAREER COUNSELING FOR THE FIRST TIME; 4) SATISFIED WITH THE SERVICE THEY RECEIVED AND WITH THE TELEPHONE AS A MEDIUM OF COMMUNICATION; 5) MOST HELPED BY COUNSELING IN THE AREAS OF SELF-EXPLORATION, GOAL SETTING, AND CAREER DECISION MAKING; AND 6) ACTION-ORIENTED, AS THEY SOUGHT FURTHER EDUCATION OR JOBS. CEP WAS CONSIDERED A REMARKABLE SUCCESS AS MOST CLIENTS WERE FOUND TO BE CURRENTLY EMPLOYED, EARNING HIGHER SALARIES, AND MORE SELF-CONFIDENT THAN BEFORE COUNSELING.

NU A 310
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. SAGE HANDBOOK.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 129; 78P.
DE *ADULT COUNSELING, *COUNSELOR TRAINING, *PROGRAM IMPLEMENTATION, *CAREER COUNSELING, *GUIDANCE PROGRAMS
AB THIS HANDBOOK IS PART OF THE MATERIALS IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATORS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS. RECOMMENDED FOR ALL USERS OF THE MATERIALS AS AN AID IN GETTING MAXIMUM BENEFIT FROM USE OF THE TOTAL SYSTEM, THE HANDBOOK PROVIDES INFORMATION RELATIVE TO PROJECT REPLICATION PROCEDURES, UNDERSTANDING OF SAGE MATERIALS, AND USABILITY OF THE TRAINING SYSTEM IN LOCAL EDUCATIONAL SETTINGS. SECTION 1 PRESENTS PERSPECTIVES AND ORIENTATION TO THE ADULT CAREER EDUCATION COUNSELING PROJECT, WHICH DEVELOPED SAGE. SECTION 2 EXPLAINS THE INTERRELATIONSHIPS AMONG THE DOCUMENTS COMPRISING THE SYSTEM-- HANDBOOK, TWELVE PACKAGES, AND ANSWER KEY. TWO SUBSECTIONS CATALOG INFORMATION ON GENERAL TITLES OF PACKAGES, ROLE STATEMENTS, AND MODULES. SECTION 3 ARTICULATES THE PROJECT'S TRAINING MODEL FOR MODULE DEVELOPMENT. SECTION 4 DESCRIBES THE PROJECT'S CONCEPTUAL MODEL, WHICH IS BASED ON PSYCHOLOGICAL PREMISES OF LIFE STAGE, LIFE STYLE, LIFE SPACE, AND LIFE PLANNING.

NU A 311
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 8: DESIGNING AND COORDINATING THE ADULT COUNSELING AND GUIDANCE PROGRAM.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 138; 54P.
DE *ADULT COUNSELING, *COUNSELOR TRAINING, *GUIDANCE PROGRAMS, *PROGRAM DESIGN, *CAREER COUNSELING
AB THIS PACKAGE IS THE EIGHTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE SEVEN MODULES THAT PERTAIN TO TWO ROLE STATEMENTS. THE ROLE STATEMENTS DESCRIBE THE TRAINEE OBJECTIVES TO DEMONSTRATE: 1) ABILITY TO INCORPORATE AN ADULT COUNSELING AND GUIDANCE PROGRAM INTO A GENERAL ADULT EDUCATION PROGRAM (4 MODULES); AND 2) ABILITY TO COORDINATE AN ADULT COUNSELING AND GUIDANCE PROGRAM AS AN INTEGRAL PART OF AN ADULT EDUCATION (3 MODULES). EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 312
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 1: GUIDANCE AND COUNSELING: THEORY AND TECHNIQUES.
PB *NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 131; 63P.
DE *ADULT COUNSELING, *COUNSELOR TRAINING, *CAREER COUNSELING, *GUIDANCE PROGRAMS
AB THIS PACKAGE IS THE FIRST OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE ELEVEN MODULES THAT PERTAIN TO THREE ROLE STATEMENTS. THE ROLE STATEMENTS DESCRIBE THE TRAINEE OBJECTIVES TO DEMONSTRATE: 1) ABILITY TO DIFFERENTIATE BETWEEN THE CONCEPTS OF GUIDANCE AND COUNSELING (1 MODULE); 2) ARTICULATION OF PERSONAL COUNSELING THEORY AND ITS THEORETICAL BASIS (3 MODULES); 3) ABILITY TO CARRY OUT A ONE-TO-ONE COUNSELING SESSION (5 MODULES); AND 4) ABILITY TO CONDUCT A GUIDANCE INTERVIEW TO ACHIEVE A SPECIFIC END (2 MODULES). EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 313
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 2: SKILLS IN GROUP COUNSELING.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 132; 75P.
DE *ADULT COUNSELING, *COUNSELOR TRAINING, *GROUP COUNSELING, *GROUP DYNAMICS, GUIDANCE PROGRAMS
AB THIS PACKAGE IS THE SECOND OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE FOUR MODULES THAT PERTAIN TO ONE ROLE STATEMENT. THE ROLE STATEMENT DESCRIBES THE TRAINEE OBJECTIVE TO DEMONSTRATE ABILITY TO STRUCTURE AND CONDUCT GROUP COUNSELING SESSIONS. EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; AND POSTASSESSMENT. APPENDED MATERIALS (SUPPLEMENTAL INFORMATIONAL ARTICLES) MAY BE USED WITH ALL OR INDIVIDUAL MODULES.

NU A 314
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 3: RETIREMENT AND LEISURE COUNSELING.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 133; 19P.
DE *ADULT COUNSELING, *COUNSELOR TRAINING, *RECREATIONAL PROGRAMS, *RETIREMENT, GUIDANCE PROGRAMS, *OLDER ADULTS
AB THIS PACKAGE IS THE THIRD OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE FOUR MODULES WHICH PERTAIN TO TWO ROLE STATEMENTS. THE ROLE STATEMENTS DESCRIBE THE TRAINEE OBJECTIVES TO DEMONSTRATE: 1) ABILITY TO COUNSEL WITH CLIENT REGARDING RETIREMENT PLANS (2 MODULES); AND 2) ABILITY TO COUNSEL WITH CLIENT REGARDING LEISURE TIME AND AVOCATIONAL ACTIVITIES (2 MODULES). EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT, AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 315
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 4: CAREER DEVELOPMENT.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 134; 20P.
DE *ADULT COUNSELING, *CAREER DEVELOPMENT, *COUNSELOR TRAINING, *DECISION MAKING
AB THIS PACKAGE IS THE FOURTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE FOUR MODULES THAT PERTAIN TO ONE ROLE STATEMENT. THE ROLE STATEMENT DESCRIBES THE TRAINEE OBJECTIVE TO DEMONSTRATE AWARENESS OF CAREER PATTERNS AND MID-CAREER CHANGES. EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 316
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 5: TOWARD INTERRACIAL AND INTERCULTURAL UNDERSTANDING.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 135; 69P.
DE *ADULT COUNSELING, *COUNSELOR TRAINING, EDUCATIONAL OBJECTIVES
AB THIS PACKAGE IS THE FIFTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE THREE MODULES THAT PERTAIN TO ONE ROLE STATEMENT. THE ROLE STATEMENT DESCRIBES THE TRAINEE OBJECTIVE TO DEMONSTRATE AWARENESS OF VARIOUS RACIAL, ETHNIC, ECONOMIC, AND AGE GROUPS. EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 317
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 6: IDENTIFYING COMMUNITY RESOURCES.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 136; 64P.
DE *ADULT COUNSELING, *COMMUNITY RESOURCES, *COUNSELOR TRAINING, *NEEDS ASSESSMENT, CAREER COUNSELING
AB THIS PACKAGE IS THE SIXTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE ELEVEN MODULES THAT PERTAIN TO TWO ROLE STATEMENTS. THE ROLE STATEMENTS DESCRIBE THE TRAINEE OBJECTIVES TO DEMONSTRATE: 1) THE KNOWLEDGE OF COMMUNITY RESOURCES AGENCIES (7 MODULES); AND 2) ABILITY TO CONDUCT A NEEDS ASSESSMENT SURVEY TO DETERMINE ADULT EDUCATION GUIDANCE AND COUNSELING NEEDS IN THE COMMUNITY (4 MODULES). EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 318
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 7: EXPLORING THE LABOR MARKET AND DISCRIMINATION.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 137; 60P.
DE *ADULT COUNSELING, *EMPLOYMENT PROGRAMS, *AFFIRMATIVE ACTION, ETHNIC GROUPS
AB THIS PACKAGE IS THE SEVENTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE TEN MODULES THAT PERTAIN TO TWO ROLE STATEMENTS. THE ROLE STATEMENTS DESCRIBE THE TRAINEE OBJECTIVES TO DEMONSTRATE: 1) ABILITY TO INTERACT WITH LOCAL BUSINESSES, INDUSTRY, AND UNIONS (8 MODULES); AND 2) AWARENESS OF PROBLEMS SUCH A ALIENATION, STEREOTYPING, AND RACIAL DISCRIMINATION ENCOUNTERED IN A WORK ENVIRONMENT (2 MODULES). EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 319
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. SAGE ANSWER KEY.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 130; 112P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT COUNSELING, *COUNSELOR TRAINING, *GUIDANCE PROGRAMS, *PROGRAM DEVELOPMENT, CAREER COUNSELING, COUNSELING SERVICES
AB THIS ANSWER KEY IS PART OF THE MATERIALS IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TC DIFFERENT PROGRAM SETTINGS, TARGET POPULATIONS, AND LOCAL CONDITIONS. THE PURPOSE OF THE KEY IS TO PROVIDE ANSWERS TO THE PRE- AND/OR POST-ASSESSMENT SECTIONS OF THE MODULES FOUND IN THE TWELVE PACKAGES. (OTHER MATERIALS ARE AVAILABLE SEPARATELY.) THERE ARE THREE TYPES OF ANSWER KEYS: 1) SPECIFIC KEYS; 2) GENERALIZED SUGGESTIONS OR GUIDELINES; AND 3) NO SPECIFIC RIGHT OR WRONG ANSWERS. THE FIRST TYPE OF ANSWER KEY HAS SPECIFIC ANSWERS TO THE ASSESSMENT SECTIONS. THE SECOND TYPE CONTAINS SUGGESTED GUIDELINES BUT ARE NOT TECHNICALLY CONSIDERED RIGHT OR WRONG. THE THIRD TYPE IS PROVIDED FOR COMMUNITY-BASED MODULES AND ARE DESIGNED TO BE ADAPTED TO LOCAL COMMUNITY NEEDS.

NU A 320
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 9: USING THE TEAM APPROACH IN ADULT COUNSELING AND GUIDANCE PROGRAMS.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 139; 74P.
DE *ADULT COUNSELING, COUNSELOR TRAINING, *GUIDANCE PROGRAMS, *PARAPROFESSIONAL SCHOOL PERSONNEL, *TEAMWORK
AB THIS PACKAGE IS THE NINTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE SIX MODULES THAT PERTAIN TO TWO ROLE STATEMENTS. THE ROLE STATEMENTS DESCRIBE THE TRAINEE OBJECTIVES TO DEMONSTRATE: 1) ABILITY TO MANAGE LEARNING ACTIVITIES FOR COUNSELOR AIDES (PARAPROFESSIONALS) IN ADULT COUNSELING PROGRAMS (3 MODULES); AND 2) ABILITY TO DEVELOP A TEAM APPROACH WITH ADMINISTRATORS, TEACHERS, PARAPROFESSIONALS, RESOURCE AGENCIES, ETC. IN ADULT COUNSELING AND GUIDANCE PROGRAMS (3 MODULES). EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 321
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 10: RETENTION AND FOLLOWUP OF ADULT STUDENTS.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 140; 76P.
DE *ADULT COUNSELING, *ADULT STUDENTS, *COUNSELOR TRAINING, *CAREER COUNSELING,
AB THIS PACKAGE IS THE TENTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE SEVEN MODULES WHICH PERTAIN TO TWO ROLE STATEMENTS. THE ROLE STATEMENTS DESCRIBE THE TRAINEE OBJECTIVES TO DEMONSTRATE: 1) ABILITY TO COORDINATE ACTIVITIES RELATED TO RETENTION OF ADULT STUDENTS (1 MODULE); AND 2) ABILITY TO ESTABLISH SHORT-TERM (1-2 YEARS) AND LONG-TERM (5-10 YEARS) FOLLOWUP STUDIES OF ADULT STUDENTS (6 MODULES). EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 322
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 11: SELECTING ASSESSMENT INSTRUMENTS.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR.
YR 75.
NT ED 192 141; 34P.
DE *ADULT COUNSELING, COUNSELOR TRAINING, *EDUCATIONAL OBJECTIVES, *TESTING, *TEST SELECTION
AB THIS PACKAGE IS THE ELEVENTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE FOUR MODULES THAT PERTAIN TO ONE ROLE STATEMENT. THE ROLE STATEMENT DESCRIBES THE TRAINEE OBJECTIVE TO DEMONSTRATE ABILITY TO ASSIST ADULT STUDENTS IN EDUCATIONAL PROGRAM PLANNING. EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 323
AU UNDERHILL, JANE, ED.
CA NORTHWEST REGIONAL EDUCATIONAL LABORATORY (PORTLAND, OR).
TI SKILLS FOR ADULT GUIDANCE EDUCATORS. PACKAGE 12: PROPOSAL WRITING.
PB NORTHWEST REGIONAL EDUCATIONAL LABORATORY,
PORTLAND, OR.
YR 75.
NT ED 192 142; 61P.
DE *ADULT BASIC EDUCATION, *ADULT COUNSELING, *COUNSELOR TRAINING, *RESEARCH METHODOLOGY, PROGRAM DEVELOPMENT
AB THIS PACKAGE IS THE TWELFTH OF TWELVE IN THE SKILLS FOR ADULT GUIDANCE EDUCATORS (SAGE) SYSTEM, WHICH PROVIDES INSTRUCTION IN A SET OF NECESSARY COMPETENCIES SPECIFICALLY DESIGNED FOR ADULT EDUCATION COUNSELORS, TEACHERS, AND PARAPROFESSIONALS. THE MATERIALS PROVIDE A PROCESS FOR DEVELOPING AND IMPLEMENTING COUNSELING AND GUIDANCE PROGRAMS UNIQUE TO DIFFERENT TARGET POPULATIONS, PROGRAM SETTINGS, AND LOCAL CONDITIONS. CONTENTS INCLUDE FOUR MODULES THAT PERTAIN TO ONE ROLE STATEMENT. THE ROLE STATEMENT DESCRIBES THE TRAINEE OBJECTIVE TO DEMONSTRATE AWARENESS OF ADULT EDUCATION TERMINOLOGY AND PROPOSAL-WRITING PROCEDURES. EACH MODULE CONTAINS SOME OR ALL OF THE FOLLOWING INFORMATION: TOPIC; LEARNING OBJECTIVE; RATIONALE; PREASSESSMENT; LEARNING ACTIVITIES; POSTASSESSMENT; AND APPENDED MATERIALS (SUPPLEMENTAL ACTIVITIES, TAPE TRANSCRIPTS, AND ARTICLES).

NU A 324
AU KLEVINS, CHESTER, ED.
TI MATERIALS AND METHODS IN CONTINUING EDUCATION.
PB KLEVENS PUBLICATIONS,
NEW YORK, NY.
YR 76.
NT 408P.
DE *CONTINUING EDUCATION, *PROFESSIONAL DEVELOPMENT, *CURRICULUM DEVELOPMENT, *LEARNING PROCESSES
AB THIS IS A COLLECTION OF 45 ARTICLES WRITTEN BY OUTSTANDING CONTINUING EDUCATION PROFESSIONALS WHICH COVERS THE FOLLOWING TOPICS: PROFESSIONAL DEVELOPMENT; CURRICULUM DEVELOPMENT; THE TEACHING-LEARNING PROCESS; LEARNING AIDS; AND STAFF DEVELOPMENT. SOME OF THE AUTHORS INCLUDED ARE: MALCOLM S. KNOWLES; ROBERT E. SNYDER; WARREN L. ZIEGLER; STANLEY M. GRABOWSKI; AND DON F. SEAMAN.

NU A 325
AU BUTO, KATHLEEN A., ET AL.
CA COMMISSION ON CIVIL RIGHTS (WASHINGTON, D.C.).
TI BETTER CHANCE TO LEARN, A: BILINGUAL-BICULTURAL EDUCATION. CLEARINGHOUSE PUBLICATION NO. 51.
PB COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C.
YR 75.
NT ED 107 417; 262P.
DE *BILINGUAL EDUCATION, *EDUCATIONAL ASSESSMENT, *ENGLISH (SECOND LANGUAGE), *MINORITY GROUPS
AB SCHOOL DISTRICTS ARE COMPELLED BY THE 1964 CIVIL RIGHTS ACT TITLE VI TO PROVIDE SPECIAL LANGUAGE PROGRAMS FOR THOSE CHILDREN SPEAKING A NONENGLISH NATIVE LANGUAGE AND BELONGING TO AN IDENTIFIABLE MINORITY GROUP, GENERALLY OF LOW SOCIOECONOMIC STATUS, INCLUDING MEXICAN AMERICANS, NATIVE AMERICANS, PUERTO RICANS, AND ASIAN AMERICANS. THE FORM SUCH ASSISTANCE SHOULD TAKE IS THE SUBJECT OF DEBATE AMONG EDUCATORS, CONCERNED LANGUAGE MINORITY PARENTS, AND OTHERS. THE MOST WIDELY DISCUSSED APPROACH IS BILINGUAL-BICULTURAL EDUCATION. IN THIS REPORT, THE U.S. COMMISSION ON CIVIL RIGHTS EXAMINES THE EXTENT TO WHICH THIS APPROACH IS AN EFFECTIVE EDUCATIONAL APPROACH FOR INCREASING [illegible]ESE STUDENTS' OPPORTUNITIES. DUE TO THE COMMISSION'S CIVIL RIGHTS JURISDICTION, THE REPORT CONCENTRATES PRIMARILY ON BILINGUAL-BICULTURAL EDUCATION AS A MEANS FOR OVERCOMING A DENIAL OF EQUAL EDUCATIONAL OPPORTUNITY. FOR COMPARATIVE PURPOSES, THE ENGLISH AS A SECOND LANGUAGE (ESL) APPROACH, WHICH FOR MANY YEARS HAS BEEN THE ONLY SPECIAL PROGRAM USED TO TEACH THESE STUDENTS ENGLISH, IS EXAMINED. EDUCATIONAL PRINCIPLES UNDERLYING BILINGUAL-BICULTURAL EDUCATION ARE DISCUSSED. TO CLARIFY WHAT BILINGUAL-BICULTURAL PROGRAMS ARE AND HOW THEY WORK, SELECTED PROGRAMS ARE DESCRIBED. INFORMATION IS PROVIDED ON EVALUATION PROCEDURES FOR SUCH PROGRAMS. FEDERAL AND STATE POLICY ON BILINGUAL EDUCATION IS ALSO DISCUSSED.

NU A 326
CA LOS ANGELES UNIFIED SCHOOL DISTRICT. DIVISION OF CAREER AND CONTINUING EDUCATION.
TI INDIVIDUALIZED LEARNING CENTER IDEAS.
PB LOS ANGELES UNIFIED SCHOOL DISTRICT, LOS ANGELES, CA.
YR 72.
NT 84P.; BIBLIOGRAPHY P.82-82; APPENDICES.
DE *LEARNING RESOURCES CENTERS, *INDIVIDUALIZED INSTRUCTION, GUIDES
AB THIS BOOKLET TELLS HOW TO ORGANIZE A LEARNING CENTER AND INCLUDES INFORMATION ON ROOM ARRANGEMENT, STORAGE IDEAS, AND ORGANIZING THE LEARNING MATERIALS. WAYS OF DEVELOPING INDIVIDUALIZED COURSE REQUIREMENTS AND A SAMPLE COURSE OUTLINE ARE INCLUDED. INFORMATION IS GIVEN ON STUDENT ENROLLMENT, PLACEMENT, AND EVALUATING A LEARNING CENTER PROGRAM. APPENDICES CONTAIN USEFUL LISTS OF INSTRUCTIONAL MATERIALS, ADULT LEARNING CENTERS, PUBLISHERS, EQUIPMENT SUPPLIERS, A GLOSSARY OF TERMS RELATED TO INDIVIDUALIZED INSTRUCTION, PLACEMENT SURVEYS FOR READING AND MATHEMATICS, AND A BIBLIOGRAPHY OF SOURCES FOR FURTHER READING ABOUT ESTABLISHING A LEARNING CENTER.

NU A 327
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF GENERAL EDUCATION CURRICULUM DEVELOPMENT AND DIVISION OF CONTINUING EDUCATION.
TI MANAGING THE GED PROGRAM FOR THE HIGH SCHOOL EQUIVALENCY CANDIDATE.
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 81.
NT ED 205 570; 55P.
DE *HIGH SCHOOL EQUIVALENCY PROGRAMS, *PROGRAM ADMINISTRATION, *TESTING, BASIC SKILLS
AB AS STATED IN THIS GUIDE, THE OVERALL GOAL OF THE GENERAL EDUCATIONAL DEVELOPMENT (GED) PROGRAM IS TO PROVIDE A PRACTICAL PROGRAM OF DIAGNOSIS, PRESCRIPTION INSTRUCTION, AND TEST READINESS FOR ADULTS SO THAT THEY MAY OBTAIN THEIR HIGH SCHOOL EQUIVALENCY DIPLOMAS. GUIDELINES ARE HEREIN PROVIDED BY THE NEW YORK STATE EDUCATION DEPARTMENT FOR THE ESTABLISHMENT OF BASIC INSTRUCTIONAL UNITS, SCHEDULES, AND STAFFING PATTERNS. THE FOCUS IS ON MANAGEMENT, AND SPECIFIC TEACHING METHODS ARE NOT INCLUDED. THE GED TESTS IN WRITING, SOCIAL STUDIES, SCIENCE, READING SKILLS, AND MATHEMATICS AND THEIR EMPHASIS UPON COMPREHENSION SKILLS ARE DESCRIBED. ALSO INCLUDED ARE GENERAL PROFILES OF TYPICAL GED CANDIDATES SINCE AN UNDERSTANDING OF THE MOTIVATION AND SPECIAL NEEDS OF THE CANDIDATE IS CONSIDERED IMPORTANT FOR THE PROGRAMS' SUCCESS. THE NATURE AND PURPOSE OF INCIDENTAL TESTS INTEGRATED INTO THE COURSE OF STUDY, TECHNIQUES AND TIPS FOR THE GED TEST-TAKER, AND GUIDELINES FOR THE ORGANIZATION OF THE LEARNING ENVIRONMENT, ARE ALSO OUTLINED. THE FINAL SECTION IS COMPRISED OF EXAMPLES AND AN OVERVIEW OF GED PROGRAM FORMS AND RECORDS.

NU A 328
CA NEW YORK STATE EDUCATION DEPARTMENT. UNIVERSITY OF THE STATE OF NEW YORK.
TI FY 1978. NEW YORK STATE APPALACHIAN DEVELOPMENT PLAN: EDUCATION.
PB NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 77.
NT 110P.
DE ADULT EDUCATION, *PROGRAM DEVELOPMENT, *VOCATIONAL EDUCATION
AB THE NEW YORK STATE REGIONAL COMMISSION, PRIOR TO 1978, WAS CONCERNED WITH CONSTRUCTING PHYSICAL FACILITIES AND PURCHASING EQUIPMENT TO OPERATE VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS IN FOURTEEN APPALACHIAN COUNTIES. THIS DOCUMENT REFLECTS A SHIFT IN PRIORITIES FROM PROVIDING PHYSICAL FACILITIES TO PROGRAM CONCERNS. STATED ARE NEW GENERAL EDUCATION PRIORITIES. BASED ON STATISTICAL PROFILES OF NEW YORK APPALACHIA, NEW PRIORITIES ARE ALSO GIVEN FOR SECONDARY OCCUPATIONAL AND POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS. AREA-WIDE DEMONSTRATED NEEDS CENTER AROUND ADULT BASIC EDUCATION, CAREER EDUCATION, AND GUIDANCE, AND PLANS FOR STRENGTHENING THESE ARE SUGGESTED. OTHER PROGRAM PRIORITIES ARE THE APPALACHIAN COMMUNICATIONS PLAN FOR A REGIONAL TELEVISION SYSTEM, STRENGTHENING LIBRARY INFORMATION SERVICES, AND ENCOURAGING UTILIZATION OF HEALTH CARE FACILITIES THROUGH COOPERATIVE EFFORTS AND COMMUNITY EDUCATION.

NU A 329
AU LIPPITT, GORDON; LIPPITT, RONALD.
TI CONSULTING PROCESS IN ACTION, THE.
PB UNIVERSITY ASSOCIATES, INC.,
LA JOLLA, CA.
YR 78.
NT 130P.; ANNOTATED BIBLIOGRAPHY P.114-116.
DE *INTERPERSONAL COMPETENCE, *CONSULTATION PROGRAMS, *CONSULTANTS
AB CONSULTING IS DEFINED IN THIS BOOK AS "AIDING A PERSON, GROUP, ORGANIZATION...IN MOBILIZING INTERNAL AND EXTERNAL RESOURCES TO DEAL WITH PROBLEM CONFRONTATIONS AND CHANGE EFFORTS." ADMINISTRATORS, SUPERVISORS, COUNSELORS, AND PARENTS ALL PERFORM THIS HELPING FUNCTION. THE AUTHORS GIVE PRACTICAL INFORMATION ON THE ROLE OF THE CONSULTANT, HIS/HER INTERVENTION SKILLS AND COMPETENCIES, AND CONCEPTS AND TECHNIQUES OF THE CONSULTING PROCESS. APPENDICES CONTAIN SUGGESTED FURTHER READINGS, AN ANNOTATED BIBLIOGRAPHY, SUGGESTIONS FOR CONTINUED LEARNING, AND A LIST OF CONSULTING ORGANIZATIONS AND RESOURCES.

NU A 330
AU HEFFERNAN, JAMES M., ET AL.
CA FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (WASHINGTON, D.C.).
TI EDUCATIONAL BROKERING: A NEW SERVICE FOR ADULT LEARNERS.
PB NATIONAL CENTER FOR EDUCATIONAL BROKERING,
SYRACUSE, NY.
YR 76.
NT ED 138 750; 93P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *ADULT COUNSELING, *ADULT STUDENTS, *COUNSELING SERVICES, *POSTSECONDARY EDUCATION
AB EDUCATIONAL BROKERAGES ARE DESCRIBED IN THIS MONOGRAPH AS INTERMEDIARIES WHICH HELP ADULT STUDENTS FIND THEIR WAY INTO AND THROUGH THE EXPERIENCE OF POSTSECONDARY EDUCATION. EXAMPLES GIVEN RANGE FROM COMMUNITY-BASED, FREE-STANDING COUNSELING AND ADVOCACY AGENCIES TO COMMUNITY COLLEGES WITHOUT FACULTY OR CAMPUS. EACH OF THE NINE CHAPTERS ASKS AND DISCUSSES A BROAD QUESTION RELATED TO SETTING UP, MAINTAINING, AND EVALUATING AN EDUCATIONAL BROKERAGE FOR ADULT LEARNERS. THE QUESTIONS ARE: WHAT IS EDUCATIONAL BROKERING?; HOW DO WE SELECT OUR SERVICES?; WHOM DO WE SERVE?; HOW DO WE STAFF OUR OPERATIONS?; HOW DO WE ORGANIZE OUR OPERATIONS?; HOW DO WE RELATE TO OTHER INSTITUTIONS?; HOW DO WE REACH OUR CLIENTS?; HOW DO WE MAKE IT FINANCIALLY?; AND HOW DO WE APPRAISE OUR EFFORTS? TWO SECTIONS WHICH APPEAR IN EACH CHAPTER ARE "THE PROBLEMS WE FACE" AND "OUR REFLECTIONS AND STRATEGIES." AN APPENDIX SUGGESTS USES OF THE MONOGRAPH AND CONTAINS A DIRECTORY OF 18 BROKERING PROGRAMS.

NU A 331
AU SCHMUCK, RICHARD A., ET AL.
CA OREGON UNIVERSITY (EUGENE). CENTER FOR ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.
TI HANDBOOK OF ORGANIZATION DEVELOPMENT IN SCHOOLS.
PB THE NATIONAL PRESS,
PALO ALTO, CA.
YR 72.
NT 436P.
DE DECISION MAKING, *ORGANIZATIONAL THEORIES, COMMUNICATION SKILLS, *EDUCATIONAL PLANNING
AB THIS TEXT HAS BEEN WRITTEN PRIMARILY AS A HANDBOOK FOR ORGANIZATIONAL SPECIALISTS IN SCHOOL DISTRICTS, FOR THOSE LEARNING TO BECOME ORGANIZATIONAL SPECIALISTS, AND FOR TEACHERS OF ORGANIZATIONAL SPECIALISTS. FOR THE MOST PART, EACH CHAPTER AND EACH MAJOR SECTION HAS BEEN ORGANIZED TO BE UNDERSTOOD AND USED INDEPENDENTLY FROM THE REST OF THE BOOK. THE FIRST TWO CHAPTERS DESCRIBE THE THEORY OF ORGANIZATIONS AND THE SPECIFIC ACTIVITIES USED FOR PLANNING INTERVENTIONS IN SCHOOL ORGANIZATIONS. CHAPTERS THREE THROUGH EIGHT PRESENT A RATIONALE AND THE METHODS FOR IMPROVING THE SCHOOL ORGANIZATION FUNCTIONS OF CLARIFYING COMMUNICATION, ESTABLISHING GOALS, UNCOVERING AND WORKING WITH CONFLICT, IMPROVING GROUP MEETINGS, SOLVING PROBLEMS, AND MAKING DECISIONS. EACH OF THESE CHAPTERS CONTAINS IDEAS FOR PLANNING AS WELL AS ACTION GUIDES FOR ACTUAL PRACTICE IN THE FIELD. TWO FINAL CHAPTERS DISCUSS TWO OF THE MOST IMPORTANT SKILLS OF THE ORGANIZATIONAL SPECIALIST--THE DESIGN AND THE EVALUATION OF A TRAINING PROGRAM. ONE CHAPTER PRESENTS IDEAS ON HOW TO GO ABOUT PUTTING TOGETHER SEQUENCES OF TRAINING ACTIVITIES INTO COHERENT DESIGNS; IT ALSO SERVES AS A SUMMARY OF THE CORE CHAPTERS. THE LAST CHAPTER PROVIDES INFORMATION FOR EVALUATING INTERVENTIONS AND THE PARTICULAR ASPECTS OF ANY TRAINING DESIGN.

NU A 332
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF OCCUPATIONAL AND CAREER CURRICULUM DEVELOPMENT.
TI ADVERTISING SERVICES MODULE. A SECOND-LEVEL OPTION FOR DISTRIBUTION AND MARKETING.
PB NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 76.
NT ED 135 945; 48P.; FOR RELATED DOCUMENTS, SEE ED 086 899 AND ED 110 597.
DE *MARKETING, *DISTRIBUTIVE EDUCATION, *CURRICULUM GUIDES
AB DEVELOPED AS A SECOND LEVEL OPTION TO FOLLOW AN INTRODUCTORY COURSE IN MARKETING AND DISTRIBUTION, OR AS AN ADVANCED COURSE IN CONTINUING EDUCATION, THIS GUIDE OUTLINES PRINCIPLES AND PRACTICES NEEDED BY PERSONS WHO WISH TO ENTER THE FIELD OF ADVERTISING SERVICES OR FOR INDIVIDUALS WHO DESIRE TO UPGRADE THEIR SKILLS IN THIS AREA. THE CONTENT, BUILT ON A BASE OF ELEMENTARY UNDERSTANDINGS, IS DESIGNED TO PERMIT THE STUDENT TO APPLY HIS OR HER KNOWLEDGE AND SKILLS AT EACH STEP OF THE EDUCATIONAL PROCESS. THE INTRODUCTORY SECTION COVERS EMPLOYMENT DEMANDS, INSTRUCTIONAL ADMINISTRATIVE CONSIDERATIONS, FACILITIES, STUDENT ATTRIBUTES, COURSE FORMAT, TEACHING SUGGESTIONS, AND EXPECTED OUTCOMES. THE FIVE UNITS ARE TITLED: ADVERTISING--AN OVERVIEW; FACTORS INFLUENCING CREATION OF ADVERTISEMENTS; ADVERTISING MEDIA; THE CAMPAIGN; AND ADVERTISING LAYOUT AND COPY. EACH UNIT CONTAINS PERFORMANCE OBJECTIVES AND A CONTENT OUTLINE WITH CORRESPONDING SUGGESTED ACTIVITIES. A LIST OF RESOURCES IS ALSO INCLUDED.

NU A 333
AU DAVIES, DON, ED.
CA INSTITUTE FOR RESPONSIVE EDUCATION (BOSTON, MA).
TI SCHOOLS WHERE PARENTS MAKE A DIFFERENCE.
PB INSTITUTE FOR RESPONSIVE EDUCATION,
BOSTON, MA.
YR 76.
NT ED 133 796; 160P.; PAPER COPY NOT AVAILABLE FROM EDRS.
DE *CASE STUDIES, *PARENT PARTICIPATION, *PROGRAM DESCRIPTIONS, *SCHOOL COMMUNITY PROGRAMS, *SCHOOL COMMUNITY RELATIONSHIP
AB THIS BOOK PRESENTS 11 CASE STUDIES THAT DEMONSTRATE SUCCESSFUL EFFORTS TO IMPROVE EDUCATION THROUGH BUILDING NEW RELATIONSHIPS BETWEEN SCHOOLS AND COMMUNITIES. IN ADDITION TO PRESENTING THE CASE STUDIES, THE BOOK ALSO CONTAINS AN INTRODUCTORY CHAPTER THAT DISCUSSES THE POTENTIALS AND PITFALLS OF LOCAL EFFORTS AT PARTICIPATORY DEMOCRACY, AS WELL AS A FINAL CHAPTER THAT SUMMARIZES THEORETICAL AND PRACTICAL LESSONS DRAWN FROM THE CASE STUDIES AND FROM THE EXPERIENCE OF THE INSTITUTE FOR RESPONSIVE EDUCATION. THE INDIVIDUAL CHAPTERS INCLUDE THE FOLLOWING: "INTRODUCTION"; "PLURALISM GOES PUBLIC: HOW LAGUNITAS, CALIFORNIA DID IT"; "PARENTS AND A DREAM SCHOOL"; "FIGHT FOR COMMUNITY SCHOOLS IN WEST VIRGINIA"; "LEARNING IN LOUISVILLE IS A TWO-WAY STREET"; "PARENTS PLUS PRINCIPAL: KEY TO SUCCESSFUL DESEGREGATION IN BOSTON"; "SCHOOL COMMUNITY ADVISORY COUNCILS: LOS ANGELES' ROAD TOWARD CITIZEN INVOLVEMENT"; "THE LION AND THE CRICKET: THE MAKING OF MILITANTS IN CRYSTAL CITY, TEXAS"; "INDIAN PARENTS STRIVE FOR COMMUNITY CONTROL: THE STORY OF THREE INDIAN SCHOOLS"; "THE MILWAUKEE FEDERATION OF INDEPENDENT SCHOOLS"; "ALTERNATIVES IN PUBLIC SCHOOLS: MINNEAPOLIS EXPERIMENT"; "CITIZENS ACT TO CHANGE SCHOOLS"; AND "PERSPECTIVES AND FUTURE DIRECTIONS".

NU A 334
AU PELL, ARTHUR R.
TI RECRUITING, TRAINING AND MOTIVATING VOLUNTEER WORKERS.
PB PILOT BOOKS,
NEW YORK, NY.
YR 72.
NT 60P.; (6 REFERENCES).
DE *PERSONNEL MANAGEMENT, *RECRUITMENT, *VOLUNTEERS, *VOLUNTEER TRAINING
AB SOME PERSONS SEEK VOLUNTEER WORK ACTIVELY AND PARTICIPATE ENTHUSIASTICALLY. OTHERS HAVE TO BE RECRUITED AND MOTIVATED TO MAKE THEM SUCCESSFUL AS VOLUNTEER WORKERS. THE PURPOSE OF THIS BOOK IS TO GUIDE THE PROFESSIONAL STAFFS AND THE VOLUNTEER LEADERS OF THE GROUPS THAT PROVIDE OPPORTUNITIES FOR VOLUNTEERS IN THE BEST TECHNIQUES IN THE SELECTION AND UTILIZATION OF THIS VAST SOURCE OF MAN/WOMAN POWER. THE AUTHOR DISCUSSES WHERE TO FIND VOLUNTEERS, HOW TO ATTRACT THEM TO VOLUNTEER WORK, HOW TO INTERVIEW, SELECT AND REJECT PROSPECTIVE WORKERS, AND HOW TO PLACE THEM WITHIN THE ORGANIZATION. A FORMAL TRAINING PROGRAM AND TECHNIQUES FOR MOTIVATION AND SUPERVISION OF VOLUNTEERS ARE DESCRIBED. FINALLY, THE AUTHOR LOOKS AT WAYS TO ADAPT THE MODERN TECHNIQUES OF BEHAVIORAL SCIENCE TO THE VOLUNTEER SITUATION SO THAT THE LEADERSHIP OF ORGANIZATIONS CAN GET THE SAME BENEFITS FROM DEALING WITH THEIR VOLUNTEERS THAT BUSINESSES OBTAIN BY USING SIMILAR APPROACHES WITH THEIR STAFFS.

NU A 335
CA GREAT NECK PUBLIC SCHOOLS (NY). ADULT LEARNING CENTERS.
TI GUIDE TO ADULT ESL RESOURCES: A BIBLIOGRAPHY.
PB NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 81.
NT 161P.
DE *ANNOTATED BIBLIOGRAPHIES, ADULT EDUCATION, *REFERENCE MATERIALS, *ENGLISH (SECOND LANGUAGE)
AB ORGANIZED BY PUBLISHER, THIS RESOURCE BIBLIOGRAPHY COVERS A VARIETY OF ENGLISH AS A SECOND LANGUAGE (ESL) MATERIALS THAT WILL BE USEFUL TO ADULT EDUCATORS. UNDER EACH ENTRY IS A BRIEF DESCRIPTION, INFORMATION ON THE YEAR OF PUBLICATION, PHYSICAL LAYOUT, LEVEL, SKILLS USED, AND SPECIAL FEATURES. REPRESENTED ARE STUDENT MATERIALS, TEACHER'S MANUALS, EXERCISES, AND CASSETTES. THIRTY-FOUR PUBLISHERS ARE LISTED WITH ADDRESS AND PHONE NUMBER. NO PRICES ARE GIVEN. IT INCLUDES A SUBJECT INDEX.

NU A 336
AU TAETZSCH, LYN; BENSON, EILEEN.
TI TAKING CHARGE ON THE JOB: TECHNIQUES FOR ASSERTIVE MANAGEMENT.
PB EXECUTIVE ENTERPRISES PUBLICATIONS CO.,
NEW YORK, NY.
YR 78.
NT 144P.; BIBLIOGRAPHY P.143-144.
DE *ASSERTIVENESS, INTERPERSONAL COMPETENCE, ADMINISTRATIVE PRINCIPLES, *ADMINISTRATOR ROLE, *SUPERVISORY METHODS
AB ASSERTIVE BEHAVIOR MEANS ASKING FOR WHAT YOU WANT WHILE RESPECTING THE RIGHTS AND NEEDS OF SUBORDINATES, SUPERIORS, AND PEERS. HOW ASSERTIVE A MANAGER YOU ARE IS EXPLORED THROUGH A RATED TEST, A DISCUSSION OF SEVERAL MANAGER TYPES, AND RISK-TAKING FACTORS. HOW TO BE ASSERTIVE BY CONVEYING THE RIGHT IMAGE AND HANDLING CRITICISM IS EXPLAINED IN PART 2. PRACTICAL APPLICATIONS ARE GIVEN FOR SUPERVISING, DEALING WITH THE BOSS, AND WOMEN IN MANAGEMENT (TIPS FOR WOMEN AND MEN). THIS BOOK IS WRITTEN SIMPLY, TO THE POINT, AND ADVOCATES BEHAVIOR THAT IS DIRECT, CONSIDERATE, AND RESPONSIBLE.

NU A 337
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. STUDY GUIDE.
PB BUREAU OF BASIC CONTINUING EDUCATION,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 74.
NT 20P.
DE *ENGLISH (SECOND LANGUAGE), TEACHER IMPROVEMENT, *SECOND LANGUAGE INSTRUCTION, *TEACHING SKILLS, STUDY GUIDES
AB THIS STUDY GUIDE GIVES AN OVERVIEW OF A FIVE UNIT SET OF TEACHER TRAINING WORKBOOKS, TEXTS, AND CASSETTES. IT INCLUDES HOW TO USE THE SET, WHAT IS AND IS NOT COVERED, OBJECTIVES, WHAT AND HOW TO STUDY THE COURSE ON YOUR OWN, AND HOW THE COURSE WAS DEVELOPED. A HELPFUL NEEDS ASSESSMENT CHART TRANSLATES ADULT STUDENT NEEDS INTO THE RELATED TEACHER COMPETENCIES AND THE CORRESPONDING COURSE UNIT WHICH COVERS THOSE COMPETENCIES.

NU A 338
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. UNIT 1: THE NATURE AND PURPOSE OF LANGUAGE. UNIT 2: APPROACHES TO LEARNING AND TEACHING ENGLISH AS A SECOND LANGUAGE. WORKBOOK.
PB BUREAU OF BASIC CONTINUING EDUCATION,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 74.
NT 29P.
DE *ENGLISH (SECOND LANGUAGE), *TEACHING SKILLS, *SECOND LANGUAGE INSTRUCTION, TEACHER IMPROVEMENT
AB THIS WORKBOOK ACCOMPANIES UNIT 1 AND UNIT 2 OF TEACHING ENGLISH AS A SECOND LANGUAGE. ANSWERS TO WORKBOOK QUESTIONS ARE INCLUDED IN THE CORRESPONDING TEXT FOR UNIT 1 AND UNIT 2.

NU A 339
AU ANISMAN, DORIE; ZINN, LORRAINE.
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. UNIT 1: THE NATURE AND PURPOSE OF LANGUAGE. TEXT.
PB BUREAU OF BASIC CONTINUING EDUCATION,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 74.
NT 143P.; REFERENCES P.143.
DE *ENGLISH (SECOND LANGUAGE), TEACHING SKILLS, *SECOND LANGUAGE INSTRUCTION, *COMMUNICATION SKILLS
AB UNIT 1 DEFINES LANGUAGE AND ITS PURPOSE, THEN IDENTIFIES ELEMENTS OF ENGLISH (SOUND, GRAMMAR, VOCABULARY) AND THEIR INTERRELATIONSHIPS. LANGUAGE COMMUNICATION SKILLS (WRITING, SPEAKING, LISTENING, READING) ARE EXPLORED AND EXAMPLES GIVEN TO HELP IDENTIFY THEM. THE RELATIONSHIP BETWEEN CULTURE AND LANGUAGE IS IMPORTANT TO ESL TEACHERS; YOU ARE TOLD WHY AND GIVEN A CHANCE TO DETERMINE YOUR (AND YOUR STUDENTS') GOALS IN TEACHING (AND LEARNING) ENGLISH AS A SECOND LANGUAGE.

NU A 340
AU ZINN, LORRAINE; ANISMAN, DORIE.
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. UNIT 2: APPROACHES TO LEARNING AND TEACHING ENGLISH AS A SECOND LANGUAGE. TEXT.
PB BUREAU OF BASIC CONTINUING EDUCATION,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 74.
NT 147P.; REFERENCES P.147.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, *TEACHING SKILLS
AB UNIT 2 DISCUSSES THE DIFFERENCES AND DIFFICULTIES ASSOCIATED WITH SECOND LANGUAGE LEARNING (AS OPPOSED TO FIRST LANGUAGE LEARNING) BUT NOTES THE ADVANTAGES ADULTS HAVE OVER CHILDREN IN ACQUIRING A SECOND LANGUAGE. THREE APPROACHES TO ENGLISH AS A SECOND LANGUAGE (ESL) TEACHING ARE DISCUSSED AND THE RELATIVE EMPHASIS ON LINGUISTIC AND/OR COMMUNICATIVE COMPETENCE IS INDICATED. ELEMENTS OF THE INSTRUCTIONAL SETTING THAT ARE CONTROLLED BY THE ESL TEACHER AND THREE MANAGEMENT SYSTEM ELEMENTS THAT HELP STUDENTS LEARN ARE IDENTIFIED AND DESCRIBED. HOW TO DETERMINE AND STATE INSTRUCTIONAL OBJECTIVES IS COVERED AND AN EXERCISE INCLUDED TO GIVE EXPERIENCE IN SELECTING AN INSTRUCTIONAL APPROACH AND AN OVERALL MANAGEMENT SYSTEM FOR A CLASS.

NU A 341
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. UNIT 3: TEACHING ORAL COMMUNICATION SKILLS. WORKBOOK.
PB BUREAU OF BASIC CONTINUING EDUCATION,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 74.
NT 38P.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, *SPEECH INSTRUCTION, *ORAL ENGLISH, *COMMUNICATION SKILLS
AB THIS WORKBOOK ACCOMPANIES UNIT 3 OF THE SELF-INSTRUCTIONAL SERIES, TEACHING ENGLISH AS A SECOND LANGUAGE. THE EXERCISES ARE DESIGNED TO UPGRADE SKILLS FOR TEACHING ORAL COMMUNICATION. ANSWERS ARE INCLUDED IN UNIT 3 TEXT.

NU A 342
AU ANISMAN, DORIE, ET AL.
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. UNIT 3: TEACHING ORAL COMMUNICATION SKILLS. TEXT.
PB BUREAU OF BASIC CONTINUING EDUCATION,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 74.
NT 189P.; REFERENCES P.189.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, *TEACHING METHODS, *ORAL ENGLISH, *SPEECH INSTRUCTION, *COMMUNICATION SKILLS
AB UNIT 3 GIVES SPECIFIC TECHNIQUES FOR TEACHING ORAL COMMUNICATION SKILLS AND IDENTIFIES THE LANGUAGE PROFICIENCY STAGE AT WHICH IT CAN BE MOST EFFECTIVELY USED. TO UNDERSTAND THESE TECHNIQUES, FIVE STAGES OF LANGUAGE LEARNING ARE OUTLINED AND TECHNIQUES SUGGESTED FOR USE AT EACH STAGE. AUDIOVISUAL TEACHING AIDS ARE INTRODUCED AND FUNCTIONALLY INTEGRATED WITH THE TEACHING TECHNIQUES.

NU A 343
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. UNIT 4: THE ENGLISH SOUND SYSTEM: PRONUNCIATION AND DISCRIMINATION. WORKBOOK.
PB BUREAU OF BASIC CONTINUING EDUCATION,
NEW YORK STATE EDUCATION DEPARTMENT,
ALBANY, NY.
YR 74.
NT 45P.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, *PRONUNCIATION, *SPEECH INSTRUCTION, *ARTICULATION (SPEECH)
AB THIS WORKBOOK ACCOMPANIES UNIT 4 OF TEACHING ENGLISH AS A SECOND LANGUAGE. ANSWERS ARE GIVEN IN THE UNIT 4 TEXT.

NU A 344
AU ANISMAN, DORIE; POCZIK, ROBERT.
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
TI TEACHING ENGLISH AS A SECOND LANGUAGE: A SELF-INSTRUCTIONAL COURSE. UNIT 4: THE ENGLISH SOUND SYSTEM: PRONUNCIATION AND DISCRIMINATION. TEXT.
PB BUREAU OF BASIC CONTINUING EDUCATION, NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 74.
NT 165P.; REFERENCES P.165.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, *PRONUNCIATION, *SPEECH INSTRUCTION, *ARTICULATION (SPEECH)
AB UNIT 4 FOCUSES ON THE SOUNDS OF ENGLISH AND HOW TO DIAGNOSE AND REMEDIATE DIFFICULTIES WITH DISCRIMINATION AND PRONUNCIATION. TOPICS DISCUSSED ARE HOW CONSONANT AND VOWEL SOUNDS ARE PHYSICALLY PRODUCED AND WHEN A PRONUNCIATION WARRANTS SPECIAL ATTENTION. DIAGNOSING WHETHER A DIFFICULTY IS ONE OF DISCRIMINATION OR PHYSICALLY PRODUCED CAN BE A PROBLEM, SO PROCEDURES ARE GIVEN. ONCE THE CAUSE HAS BEEN IDENTIFIED, SELECTION AND PREPARATION EXERCISES TO CORRECT SOUND, STRESS, INTONATION PATTERNS, AND HELP IDENTIFY WHERE THESE OCCUR IN ENGLISH SENTENCES ARE PROVIDED.

NU A 345
AU CONDON, ELIANE C., ET AL.
CA NEW YORK STATE EDUCATION DEPARTMENT. BUREAU OF BASIC CONTINUING EDUCATION.
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PB BUREAU OF BASIC CONTINUING EDUCATION, NEW YORK STATE EDUCATION DEPARTMENT, ALBANY, NY.
YR 74.
NT 204P.; REFERENCES P.203-204.
DE *ENGLISH (SECOND LANGUAGE), *SECOND LANGUAGE INSTRUCTION, *CULTURAL INTERRELATIONSHIPS, TEACHER IMPROVEMENT
AB UNIT 5 DEFINES CULTURE, ITS ROLE IN SOCIETY, AND HOW THIS RELATES TO ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION. CULTURE AFFECTS COMMUNICATION ABILITY, FORM AND CONTENT, LIFE PATTERNS, AND WORLD VIEW. THIS UNIT SENSITIZES THE ESL INSTRUCTORS TO CULTURAL PROCESSES AT WORK IN SOCIETY AND THE INDIVIDUAL AND EXPLORES WHAT WE KNOW AS AMERICAN CULTURE.

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